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ABSTRACT

Project Lifelong Learning identified strategies that could move the United States toward adult literacy by the year 2000, Goal 5 of the National Education Goals. It developed video and print materials to disseminate information about the strategies. Information in the literature fell into categories that suggested five strategies, with several substrategies (ways to implement the strategies) under each one: (1) meet the needs of the learner; (2) develop support for lifelong learning; (3) accommodate learner differences in the program; (4) develop higher order skills; and (5) enable learners to use all language processes in their lives. Advisory board members and experts suggested sites that could provide examples of how the strategies were applied; 12 programs were selected and videotaped. Content and packaging of the products were organized to portray information in a way that would meet needs of three targeted audiences: general public, decision makers, and practitioners. Three documentary and three staff development videos were developed, one for each of three contexts for learning: workplace, family, and community. Two public service announcements (PSAs) for each context and a user's guide for the video materials in each context were also developed. (Extensive appendixes include 64 references, the strategies in their various stages of development, 278-item bibliography, lists of materials surveyed during site selection, materials from site surveys, and Project Literacy U.S. newsletter on PSAs.) (YLB)

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Project Lifelong Learning: Dissemination of Educational Research in Adult Literacy and Lifelong Learning

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Introduction

In 1990, President George Bush and the governors of the United States agreed upon six National Education Goals, among them Goal 5:

> By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The goals of Project Lifelong Learning, funded from October 1, 1991, to December 31, 1992, were to identify strategies that can move the country toward National Education Goal 5 and to develop video and print materials, including public service announcements, videotapes, and accompanying user's guides. These materials would disseminate information about the strategies to parents, business, industry, labor leaders, educators, community groups, and the general public. This report describes how the strategies were identified, how the products were developed, and efforts to disseminate information about the project and the products. It also provides the research background for the strategies selected and products developed.

The project was conducted by the Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University in cooperation with WQED Pittsburgh, WPSX-TV Penn State, the U.S. Department of Education, and an advisory board of 16 experts in adult education and related fields (see Appendix A).

Products developed include public service announcements (PSAs) and documentary videos, developed by WQED in cooperation with the Institute, and staff development videos developed by WPSX in cooperation with the Institute. The video materials and accompanying

user's guides, developed by the Institute, are intended for use by audiences interested in programs that serve three contexts: workplace, family, and community. In addition, a Project Literacy U.S. (PLUS) special edition newsletter on the history of PSAs was developed by WQED and PLUS.

Three Contexts for Learning

There has been a movement in the adult literacy field since the 1960s to teach literacy skills in the contexts of adults' goals, needs, and interests (Fingeret, 1990). Job training programs, especially those in the military, have been leaders in this movement (Sticht & Mikulecky, 1984). In programs that focus on learners' needs, goals, and interests, literacy skills are developed as adults need them in their lives. For example, a student may wish to develop literacy skills that he or she will need to obtain a promotion at work. Learning materials consist of real materials the learner would find on the new job, including memos, manuals, lists of ingredients, or tables. Learning activities consist of practicing job activities that require literacy, such as following directions, reading gauges, or filling out reports. Many programs across the U.S. work to develop literacy skills that address learners' needs, goals, and interests, not only as they relate to work, but also to family and community.

Recent research in adult literacy indicates that programs that teach skills within contexts that are meaningful to adults are more effective in building context-related literacy skills and general literacy skills than programs that focus on teaching generic (school-based) literacy skills (Sticht, 1987; 1988). Thus, Institute staff chose as the theme of the project the importance of teaching skills within a

context that is relevant to the learner. Institute staff selected three contexts that are important in adults' lives—the workplace, the family, and the community—and focused on developing a parallel set of materials for each context that would show how the strategies are applied in that context. Programs that apply the strategies to address adults' needs, goals, and interests in instruction provide examples throughout the video and print products. The products are expected to encourage nationwide the practice of addressing adults' needs, goals, and interests in instruction, and to guide programs that choose to operate from this philosophy.

Identification of Strategies

The five strategies identified as part of Project Lifelong Learning are supported by discussions with experts and by literature in adult education and related fields. The project team began the process of identifying strategies by contacting the project advisory board during the month of October 1991 and asking their suggestions regarding key strategies related to Goal 5. Through the end of December 1991, Institute project staff also contacted other experts in adult literacy and related fields to ask them to suggest important strategies. Working from this input and the list of strategies developed for the project proposal (see Appendix B), a list of tentative goals and strategies (see Appendix C) was developed for the first meeting of the entire project team on October 25, 1991. This tentative list was shared with advisory board members in early November 1991 along with other documents distributed at the October meeting, which described the project and outlined the products. The strategies were then developed further, incorporating information obtained through

additional conversations with experts. The information fell into categories that suggested five strategies, with several substrategies (ways to implement the strategies) under each one. These were slightly different from the five tentative strategies proposed. One of the originally proposed strategies (embed instruction in a functional context) was folded into another (meet the needs of the learner). A new strategy focusing on the need to develop the language processes of adult learners was added. The list of strategies and substrategies (see Appendix D) was presented to the entire project team at a meeting in Pittsburgh on January 6, 1992. In January 1992, a working draft of key strategies and their indicators (see Appendix E) was developed and shared with all members of the project team and the advisory board.

Although conceptualization of the strategies was completed by January 1992, the organization and wording of the strategies and substrategies continued to evolve through September 1992, when focus groups were conducted on the staff development videos that highlighted the strategies. Minor changes were made to the strategies as Institute staff continued discussions with individuals in the field and reviewed relevant literature. Minor changes in the wording of Strategy #3 were also made as a result of input from the focus groups (these changes are described in a later section). Appendix F details strategy suggestions made by the advisory board and experts who addressed strategies in their conversations with project staff. Appendix G summarizes this information in tabular form. Appendix H lists the strategies and substrategies in their final form.

Research Support for the Five Strategies

Institute project staff reviewed the literature in adult education and related fields to ensure that the literature supported the five strategies. Institute staff reviewed a variety of print materials, including research journals and other periodicals, books, current newsletters, and publications from organizations around the country. Types of materials reviewed included reports on research and demonstration projects, theoretical and position papers, and literature reviews. Literature in the following topic areas was reviewed: workplace literacy, family literacy, community literacy, cultural diversity, learning disabilities and learning problems, special needs populations, cognitive psychology, support services, motivation, learner participation and nonparticipation in programs, instructional technology, adult learning theory, functional context education, and participatory learning.

An extensive research bibliography was completed (see Appendix I). Additional references that support each strategy can be found in the user's guides that accompany the workplace, family, and community packages for Project Lifelong Learning, available from WQED, Pittsburgh, PA.

The following sections describe the finalized strategies, citing supporting literature.

Strategy #1: Meet the Needs of the Learner

Meeting the needs of the learner ensures that learners see how learning is meaningful and can be used in their lives. It means making sure that learners are comfortable in the learning setting.

Many adults leave school and do not persist in adult education programs because they do not see how school or program activities are related to their lives (Popp, 1991; Quigley, 1992). When programs meet learners' needs, it shows them how education can be applied in their lives. This gets them on the road to lifelong learning and keeps them in the program by making them more likely to pursue further educational opportunities (Beder, 1991).

Programs can meet the needs of the learner by using a learner-centered approach, by embedding instruction in contexts that are relevant to the learner, and by using nontraditional methods of instruction and delivery.

Use a learner-centered approach. In a learner-centered approach, learners have active input into all aspects of the program.

First, they guide the course of their own programs. Staff respect learners' knowledge and experiences. They ask learners about their needs and goals when they enroll in the program and periodically thereafter. Staff work to get to know individual learners in order to understand their life situations and how those situations influence their needs and goals. These needs and goals are addressed in instruction. For example, a tutor may guide a learner as he or she does research to discover which local grocery store has the lowest prices. During instructional activities, learners have substantial input, control, and responsibility.

Second, learners have a say in how the program is designed and run. A learner advisory panel may guide program activities and advise on decisions made by program staff.

The use of a learner-centered approach is important for two reasons. Studies of successful adult education programs in workplace, family, and community contexts (Association for Community Based Education, 1986; Lerche, 1985; Nickse, 1990; Philippi, 1992; Wrigley & Guth, 1992) have shown that these programs use a learner-centered approach. Such an approach draws learners to programs and keeps them enrolled in programs longer (Beder, 1991). In addition, it makes learners see how learning is relevant to their lives. For example, Fingeret and Danin (1991) found in their evaluation of Literacy Volunteers of New York City, Inc. that the program's learner-centered approach helped adult students develop increased appreciation of literacy and involvement of literacy in their lives.

Embed instruction in a relevant context. New skills and knowledge that are meaningful to adult learners are the focus of the program. Programs focus on teaching skills and knowledge that learners need in their daily lives. Real situations in which adults find themselves provide a springboard for instructional activities and provide materials to be used during instructional activities. For example, a parent and the parent's teacher may role-play in preparation for a meeting with a child's teacher.

Research has shown that literacy instruction in contexts that are meaningful to learners is more effective than more traditional school-based literacy instruction. Sticht's work in the military first showed that teaching literacy by using job materials increased both job-related literacy and general literacy skills, while generic literacy instruction did not improve job-related literacy skills (Sticht, 1987). Later studies by the American Society for Training and Development

(Carnevale, Gainer & Meltzer, 1990), the United States Department of Labor (1991), and the Minority Female Single Parent Program (Burghardt & Gordon, 1990) validated the findings that contextualized approaches to instruction are more successful than decontextualized approaches. Successful family (Auerbach, 1990) and community programs (Association for Community Based Education, 1986; Lerche, 1985) also embed instruction in contexts that are meaningful to adult students.

Offer nontraditional instruction and delivery. Programs that meet the needs of the learner often use methods of instruction and delivery (tools, situations, and relationships) that are different from those experienced by adults in their previous schooling. Methods of nontraditional instruction and delivery include small group and technology-based instruction, cooperative learning and peer tutoring, where pairs or groups of learners work together, and distance education, in which various media are used to provide communication between groups of learners or between learners and instructors who are not at the same location.

Using these methods is important because they attract and retain learners who would not or could not otherwise pursue their education (Popp, 1991; Quigley, 1992). In addition, they prepare students for the real world.

Technology-based instruction, including computer-assisted and computer-based instructional programs and instructional and interactive video, is important because the ability to interact with technology, especially in the workplace, is fast becoming a necessary skill (Nickerson, 1985). Technology-based instruction familiarizes

learners with new technologies (Packer, 1988). Learners may work in pairs or in small groups using technology as a tool for learning. This helps develop communication and teamwork skills so important in today's society, especially in the workplace (U.S. Department of Labor, 1991). In addition, technology-based instruction has been shown to improve self-esteem and self-confidence of low-literate adults (Askov & Brown, 1991; Askov, Maclay & Bixler, 1992).

Cooperative learning and peer tutoring represent nontraditional ways for learners to interact with teachers and peers in an educational environment. In cooperative learning, learners and instructors interact on an equal footing. In peer tutoring, learners facilitate each others' learning. Peer tutoring provides opportunities for students to build essential communication skills. Both of these learning environments provide adults with opportunities to feel in control of their learning—important for keeping adults enrolled in a program. Community-based programs have relied on these methods and have been successful in retaining adult students and increasing their self-esteem (Association for Community Based Education, 1986; Fingeret & Danin, 1991; Jackson, 1989). Both cooperative learning and peer tutoring have been identified as characteristic of successful programs (Kutner, Sherman & Webb, 1991; Wrigley & Guth, 1992).

Educational television, teleconferencing, or computers provide the basis for interaction between instructors and learners in distance education. These methods are particularly valuable for providing educational opportunities to learners who live in isolated areas and who might not otherwise be able to pursue their education (Moore, Thompson, Quigley, Clark & Goff, 1990). Distance education media

that bring learners together, again, provide opportunities for learners to build communication skills.

Strategy #2: Develop Support for Lifelong Learning

What does it mean to develop support for lifelong learning? It means that at the local level, programs must draw on their own resources, pool resources, and coordinate efforts with other programs in the community in order to assist adults as they pursue learning throughout their lifetimes. Programs must form partnerships and strengthen their connections with other providers in the community, and must provide support services to learners. But such coordination and effort at the local level is not enough. There must also be support for local efforts at the state and federal levels. All organizations, groups, and institutions that have resources to support lifelong learning, including information, money, time, or the ability to play an advocate role, should work together to support lifelong learning. These organizations, groups, and institutions include the education system (public and private schools, higher and adult education), libraries, human service organizations, business and industry, public services, community organizations, citizen groups, local, state, and federal governments, and families.

It is important that programs develop support for lifelong learning. When programs in a community work together to develop support for lifelong learning, it benefits the programs, learners, and society. In the past, only well-educated white-collar professionals had opportunities to pursue learning throughout their lifetimes (Darkenwald & Merriam, 1982). But society is changing and becoming more complex, making it necessary that all adults become

lifelong learners (Beder, 1991; Johnston & Packer, 1987). When programs in a community work together and provide support services to learners, learners who may not otherwise be able to pursue educational opportunities have the means they need to do so. Society, in turn, benefits when greater numbers of citizens are able to achieve their potential as a result of participating in lifelong learning opportunities. And, when programs in a community work together to provide a wide range of services without duplication of any one service, each individual program can concentrate on doing what it does best, while still ensuring that learners receive needed supports.

Programs can develop support for lifelong learning by forming partnerships and strengthening their connections with other providers, and by offering support services.

Form partnerships and strengthen connections with other providers. This means that each program in a given community communicates regularly with all other programs and agencies to become aware of their activities, the populations they serve, the services they offer, their locations, their hours of operation, and so forth. Programs then direct learners to other organizations that provide services that they do not offer. For example, a learner enrolled in a library literacy program may decide that he or she would like to pursue job training to obtain a better job. The program in which he or she is enrolled may direct him or her to a community college job training program. In addition, programs may pool their resources to provide services or may coordinate efforts to avoid duplicating services. For example, a group of programs that are unable to provide transportation for their learners may make arrangements

with a local volunteer center to provide transportation for all of their clients.

Why should programs work together? Recently, many experts in the fields of adult literacy and lifelong learning have called for such collaborative efforts, at the local, state, and national levels. For example, Chisman (1989) writes of the growing consensus that the nation's literacy-related problems are too complex to be solved by one federal agency or organization. He stresses the need for widespread cooperation among diverse groups, with an eye toward reducing fragmentation of services. Nickse (1990) writes about the need in family literacy to draw on the strengths of a variety of providers in a community, such as adult education providers, early childhood educators, libraries, social service providers, and schools. She points out that such a multidisciplinary approach is necessary because no one program is an authority in all of these areas.

When programs work together, they conserve resources and improve services. When programs direct learners to services and opportunities sponsored by other programs, students can take advantage of a broad range of services that otherwise might not be available to them. When several programs coordinate services for their clients (transportation services, for example) the resources and energies that were expended by staff in each program in attempts to coordinate their own learners' transportation needs can be directed to other efforts. Each program involved can focus on the services it is best equipped to provide, ultimately strengthening all programs involved.

While improving efficiency, reducing effort and confusion, and trimming excess are important for service providers and students, the field must be careful not to overdo. Beder (1991) cautions that an overemphasis on streamlining service provision could rob the field of its flexibility and diversity. While programs in a community should try to work together to make themselves more efficient and provide broader opportunities to students, they must not limit the options available to students in a variety of different circumstances. This is a fine line that programs must walk, but one that is necessary for optimum provision of services.

Effective programs rely on partnerships and collaboration. For example, successful workplace education programs work with employers in the community in order to ensure that they are preparing students for available jobs (Burghardt & Gordon, 1990). They ask for input from business, unions, and students planning, designing, and operating the program (Kutner, Sherman & Webb, 1991). Nickse (1990) notes that successful family literacy programs rely on collaborations among adult education providers, early childhood educators, libraries, social service providers, and schools. Many successful programs are moving to formalize coordination of services through case-oriented strategies. For example, one effective community-based program uses a case-management approach, in which a caseworker coordinates all social services received by a client (Enterprise Foundation, 1991). Kahn and Kamerman (1992) discuss case-oriented strategies to integrate services for whole families.

Offer support services. Support services can include such things as child or elder care, transportation, job skills development,

counseling, and moral support. Programs may offer their own support services, or may collaborate with other agencies in order to provide services.

Support services remove barriers that keep adults from participating in educational programs (Beder, 1989; 1990). They relieve some of learners' worries and responsibilities, allowing them to focus energies on learning. In addition, successful programs in family, community, and workplace settings provide support services to students (Burghardt & Gordon, 1990; Kutner, Sherman & Webb, 1991; Lerche, 1985; Merrifield, Norris & White, 1991; Quezada & Nickse, 1992).

Auerbach (1990) makes an important point about provision of support services that deserves mention, as it relates to developing students' potential as independent, resourceful individuals, a component of Goal #5. She emphasizes that getting learners involved in formulating solutions to their own need for support services is critical. This fosters their abilities to rely on their own resources in problem solving, rather than encouraging them to continue looking toward others to solve their problems. This point is echoed in the social services literature (Gueron & Pauly, 1991).

Strategy #3: Accommodate Learner Differences in the Program

When programs accommodate learner differences, they become aware of the background, experiences, and needs of individual learners, and then design and adapt services to recognize, respect, and address those backgrounds, experiences, and needs.

Every learner comes to a program with unique values, beliefs, strengths, and weaknesses, that interact with program factors to make experiences with the program more or less successful for that learner. For example, a learner who works during the day may not be able to take advantage of some day courses offered by a program; other learners who work at night may be able to take advantage of a variety of offerings from that program. A learner from a culture that does not highly value formal education may not react to a program in ways expected by staff, while other learners, who grew up in a culture that does value formal education, do react in expected ways. Another learner may prefer to learn by doing his or her own research, rather than by listening to a lecture. This learner may not feel comfortable or have success in a program that relies on lecture, while many other learners in the same program who are used to lectures are successful. A learner may have a vision problem that means he or she cannot use the same texts as the rest of his or her class. To keep learners in programs and on the road to lifelong learning, programs must enable learners to have as many successes as possible. They must strive to provide a comfortable and appropriate learning environment for each learner by addressing the backgrounds, experiences, and needs of each learner.

This is a particularly important strategy for workforce preparation and workplace education programs for several reasons. The majority of new entrants into the workforce in the next seven years will be minorities, immigrants, and women (Johnston & Packer, 1987). In addition, greater numbers of disabled individuals will be entering the workforce. The Americans with Disabilities Act of 1990,

which mandates equal access to all disabled individuals, will affect workplaces. It specifically prohibits employers with more than 25 employees from discrimination on the basis of disability in employment. Workforce education programs will have to respond to the needs of a very diverse workforce.

Programs can accommodate learner differences by developing sensitivity to learner differences and by responding to those differences. These practices, as they are discussed below, are supported by literature that describes practices successful in working with adult learners in workplace, family, and community contexts (Association for Community Based Education, 1986; Lerche, 1985; Nickse, 1990; Wrigley & Guth, 1992), and is echoed by literature that describes successful practices for working with, or makes recommendations for working with, adults from diverse cultural and ethnic backgrounds (Auerbach, 1989, 1990; D'Amico-Samuels, 1990; Ross-Gordon, Martin & Briscoe, 1990; Wrigley & Guth, 1992), adults with learning problems (Ross, 1987; Ross-Gordon, 1989), adults in rural areas (Askov, 1988; Ferrell & Howley, 1991), incarcerated adults (*Learning Behind Bars*, 1989), and migrant workers (Bartlett & Vargas, 1991).

Develop sensitivity to learner differences. This means that programs work to discover the cultural, social, and educational history of each learner and what life is currently like for each learner. This includes finding out what learners consider to be their strong points, how they learn best, how they did and did not learn in the past, and how they would like to learn. It includes asking learners to talk about barriers that may be keeping them from fully participating in the

program. It includes asking staff to explore their own backgrounds, experiences, and beliefs, and how these might interact with those of students in the program. Programs use a variety of methods to enable learners and staff to share their backgrounds, experiences, goals, and preferences. These include staff interviews with learners, informal discussion between a learner and a teacher, between groups of learners and teachers, or the use of formal assessment instruments. Programs can provide staff development activities to raise staff awareness of the unique situation of each learner and how these situations prevent or influence learners' participation in the program. Staff development activities can focus on raising awareness of cultural diversity, potential learning strengths and problems and how they can be identified, learning preferences and how they can be identified, and barriers to participation and how they can be identified.

In order to respond to learners in such a way that they feel comfortable in the program and participate to the fullest extent possible, it is critical that staff develop an understanding of learner strengths, needs, and problems and of ways that program factors may be interacting negatively with student characteristics.

Respond to learner differences. This means that programs act on the information they gather from learners and staff to maximize the ability of every learner to participate fully in the program. Programs respect learner backgrounds and differences and build flexible approaches that can suit the needs of each learner. Programs build on learner strengths. For example, a student with artistic abilities may be asked to help design and produce recruitment materials. Such invitations allow learners to take the role of expert, building

confidence and self-esteem, while at the same time benefiting the program. Programs provide ongoing staff development that gives staff the tools they need to respond effectively to learners. Such staff development activities ensure that staff remain flexible to accommodate changing needs in the program. Programs encourage professional development and leadership in staff from diverse backgrounds, including those from underrepresented groups and those with special needs. They also encourage learners to take leadership roles in the program. They encourage such leaders to offer their valuable perspectives on the operation of the program, and use this information to respond more fully to learner needs.

It is important that programs respond to learners' backgrounds, experiences, and needs. By doing so, programs can demonstrate to them that education can serve them and work as a force to help them achieve their goals. Learners will be more likely to stay in such programs, and may be more likely to pursue other educational opportunities (Beder, 1991).

Strategy #4: Develop Higher Order Skills

Programs should strive to help adult learners strengthen their reasoning, problem solving, and decision making abilities, their abilities to analyze and evaluate information, and their abilities to look at information and situations in new and imaginative ways. It is important to note that all adults, even those who are low-literate or academically unsuccessful, use higher order cognitive skills to some extent. For example, studies of low-literate adults have shown that they use elaborate coping strategies in order to successfully navigate their worlds without having to rely on personal interaction with print

(Heath, 1988). Studies have also shown that children and adults who perform poorly on school-type literacy and math tasks perform much better when they are asked to apply the same skills in more realistic tasks, such as those required on the job, while cooking, or while grocery shopping (Carraher, Carraher & Schliemann, 1985; Lave, 1988; Scribner, 1984). Thus, the challenge for programs is to assist adults as they improve their abilities to use higher order skills and transfer those abilities to new areas of their lives.

Why should programs work to develop students' higher order cognitive skills? The nature and amount of the information that adults must deal with, and the problems they must solve are complex and changing rapidly (Mikulecky & Drew, 1991). Adults regularly engage in many activities, including choosing among a wide range of available products, juggling work, parenting and personal responsibilities, and dealing with information needed to pay bills or to obtain services. These activities are not as simple now as they were just a few years ago. In the workplace, new trends such as total quality management, (empowering front line workers with more authority to solve problems and make decisions) and statistical process control (where employees use statistical methods to monitor the quality of products as they are being produced), make it necessary for all employees to use their higher order cognitive skills flexibly and in a variety of situations (Philippi, 1992). Yet, at the same time, recent studies indicate that many adults do not use higher order skills in dealing with complex information and tasks. A recent study of the abilities of young adults (between the ages of 21 and 25) to perform activities they would find in work, school, or other social contexts revealed that about half of

them had difficulties with complex information-processing skills required by tasks such as scanning for information, interpreting information, identifying a theme, or generating prose related to an idea (Kirsch & Jungeblut, 1986). A similar study involving adults enrolled in Job Training Partnership Act programs and Employment Service/Unemployment Insurance programs revealed very similar findings (Kirsch & Jungeblut, 1992).

Programs can help students develop their higher order cognitive skills by providing direct instruction in those skills and by providing realistic opportunities for practice and application of those skills.

Provide direct instruction in higher order skills. Instructors must demonstrate to learners the skills in question, how they already use them, when they can be used and why, and how they can be used. Instructors begin by showing learners how they already use such skills. For example, a group of workers in a workplace education program might brainstorm and list the types of problems they typically run into on the job and how they solve them. Then, instructors work to help learners think about and practice problem solving in other situations. For example, instructors and workers may discuss the list of problems and solutions, noting which solutions worked, what they would do differently, and how they might use similar skills in other situations. Instructors may then demonstrate for workers how they can use the same problem solving skills in new situations, before learners try the skills out themselves in new situations. In workers' first attempts, instructors provide a considerable amount of cognitive guidance, gradually withdrawing this support as workers become more confident of their skills. This has been called "cognitive apprenticeship"

(Brown, Collins & Duguid 1989; Collins, Brown & Newman, 1989). Research has shown that direct instruction that encompasses the factors described above—presentation of a particular skill, discussion of why it is effective and when it can and should not be used, followed by instructor demonstration and support of student practice—is effective in developing higher order skills (Palincsar & Brown, 1984; Collins, Brown & Newman, 1989).

Provide realistic opportunities for practice and application of higher order skills. Providing realistic opportunities for the practice and application of higher order skills means that real-life situations that learners find themselves in, or real-life problems that they must deal with, become the context for instruction and provide instructional materials and tasks. For example, a group of learners may be asked to plan how space in the study room of a new learning center will be utilized. Role-plays and discussion groups may be used to simulate situations, such as a conversation between a learner and his or her landlord. If possible, programs provide opportunities for learners to practice and apply skills outside of the program: for example, a teacher and a parent in a family literacy program may work together to prepare for a meeting between the parent and his or her child's teacher, and then may discuss the events of the meeting after it occurs.

Research has shown that providing cognitive skill instruction in an environment similar to the environment in which the skills will be applied maximizes transfer of skills to new situations (Mikulecky & Ehlinger, 1986; Singley & Anderson, 1989; Sticht, 1987). In addition, as noted earlier in this paper, research has shown that

instruction in contexts that are meaningful and relevant to learners is more effective than decontextualized, generic instruction (Auerbach, 1990; Burghardt & Gordon, 1990; Lerche, 1985; Sticht, 1987).

Strategy #5: Enable Learners to Use All Language Processes in their Lives

The language processes are reading, writing, speaking, and listening. Programs should help adults develop the reading, writing, speaking, and listening skills that are required of them on a day-to-day basis.

Reading, writing, speaking, and listening are tools we use for communication. As already noted, communication is very important in today's society—especially in the workplace (Carnevale, Gainer & Meltzer, 1990; U.S. Department of Labor, 1991). In the workplace, success depends on advanced communication skills. Workers use the language processes in different ways, depending on the task at hand (Philippi, 1992). For example, employees may gather information from several sources to solve problems, correspond with others to make requests, explain plans or procedures in writing, listen to and follow directions, make a presentation about a procedure, or read a manual to understand a new procedure. They may use electronic mail to report problems and read memos to learn about changes in procedures. In addition, the language processes are intricately related to higher order skills (Baker & Brown, 1984a; Hurley, 1991; Scardamalia & Bereiter, 1986). They are the tools which we use to do our thinking. We use reading, writing, talking, and listening to help us reason, solve problems, and make decisions. In turn, these language processes require the use of higher order skills. As we maneuver

through a difficult passage of text, listen to a speech, struggle to organize a piece of writing, or clarify a point we want to make in a discussion, we call upon the skills of reasoning, problem solving, and decision making. Finally, the language processes are tools for learning (Emig, 1977; Hurley, 1991). We read the newspaper and books, listen to the radio and television, write to help ourselves know where our own understanding falls short, and ask questions of speakers that might help us as listeners clarify our understanding of what they have to say.

It is important to develop all four of the language processes, not just reading and writing. They are related, and the use of one process can enhance the others (Horowitz & Samuels, 1987). For example, group discussion (involving speaking and listening) helps adult learners better understand materials they are reading and may help them clarify their thoughts before they write about the same topic. In addition, communication often requires that adults be facile at switching between language modalities. For example, a worker may need to summarize a problem with a generator in a note to his or her replacement on the next shift. A parent may receive a note from his or her child's teacher.

Programs can enable learners to use the language processes by building discussion into all learning activities, and by teaching reading and writing for meaning.

Build discussion into all learning activities. This means that speaking and listening are regularly made a part of learning activities in all areas of the curriculum, including those which do not traditionally include discussion, such as mathematical problem solving.

Building discussion into learning activities facilitates learning of speaking and listening skills, as well as other kinds of knowledge and skills (Richardson & Thistlethwaite, 1991; Wood, 1992). For example, when a learner tells a group of his or her peers how he or she figured out how much money to set aside for a mailing to recruit new students, he or she develops speaking and mathematical knowledge and skills; at the same time the rest of the group develops listening and mathematical knowledge and skills. When a group of learners wishes to prepare snacks for a large gathering, they may read and discuss several recipes before they make a list of what they will prepare and what ingredients they will need. In the process they develop knowledge and skills to read, reason, and do mathematics, at the very least.

Teach reading and writing for meaning. To teach reading and writing for meaning, programs show learners that reading and writing are ways to communicate with others and the self. Programs show learners that the goal of most reading and writing is to receive, produce, or notate meaning or information (Baker & Brown, 1984b; Rush, Moe & Storlie, 1986). They do this by providing opportunities for learners to communicate through reading and writing, or otherwise use reading and writing with realistic purposes and audiences in mind. For example, a group of parents may read a variety of magazine and newspaper articles as they research potential hazards in their drinking water. A group of learners may write letters to local politicians to tell them their view on an issue. Or, a group of workers may read a chart to figure out how to wire a thermostat in a particular installation.

When programs teach reading and writing for meaning, learners come to see the importance of these skills in their own lives. They see how the skills enhance learning, and how, in turn, learning itself can be important in their lives. For example, Literacy Volunteers of New York City, Inc. is one community program that bases all reading and writing instruction on the goals and tasks that learners bring to instructional sessions. As noted earlier, this program has been very effective in helping students develop increased appreciation of literacy and involvement of literacy in their lives (Fingeret & Danin, 1991).

Identification and Selection of Programs to Illustrate Strategies in the Products

Institute staff asked each advisory board member and expert they talked with at the beginning of the project to suggest sites which might be included throughout the products to give examples of how the strategies are applied. The list in Appendix J shows each person a staff member talked with, the context or contexts their suggested sites related to (W = workplace, F = family, C = community), the name of the site or sites suggested, and the contact person (in parentheses) given at the site. In addition, Appendix J lists people who contacted the Institute to explore the possibility of having their programs included in the products. Institute staff also reviewed a variety of print materials, including materials in the ERIC system (such as final reports or evaluation reports of demonstration and research projects), current newsletters, and newspapers. Examples of these publications are listed in Appendix K.

As preliminary information was collected on possible sites, Institute staff developed a site call form (see Appendix L) to use in the

next phase of research: contacting sites to gather more in-depth information.

Institute staff contacted 55 sites by telephone. The sites contacted, the contact person at each site, the source who suggested each site, and the context for which it was suggested are listed in Appendix M. The main purpose of the telephone calls was to learn whether the sites used the strategies and how they applied them. During the initial phone calls, the site call form was used as an interview guide, but frequently contacts would start talking about their program and answer questions that had not yet been asked. Staff switched to a procedure of taking notes as contacts discussed their programs, using the site call form as a guide to prompt contacts to provide needed information. Staff tried to get contacts to go into some detail about how they applied the strategies. After each call, notes were transcribed onto the site call form as time allowed. Researchers undertaking similar efforts in the future should consider tape recording the conversations. In response to these telephone calls, many site contacts sent final or evaluation reports, videos, newspaper clippings, promotional materials, or curriculum guides. These materials were helpful in getting a better picture of what was happening in the program and in determining how the program used the strategies.

As information about the sites was gathered, project staff used it to develop preliminary selection criteria for choosing several programs for videotaping. Comments made by the advisory board were taken into consideration; for example, staff were cautioned to "remember small efforts," to avoid taping "programs that had already

received a lot of exposure," and to focus on components of programs, rather than on whole programs. Several print sources (listed in Appendix N) also provided guidance in developing selection criteria. To be selected for inclusion in the videos, programs had to address real-life learning needs and goals of learners and use one or more of the strategies. The programs had to be active when the videos and supporting materials were being developed and had to be accessible by video crews. For each context, the project team wanted to include programs that represented a variety of geographic locations across the U.S. with a mixture of urban and rural settings; a variety of physical settings, such as community learning centers, libraries, homes, and workplaces; efforts to serve a variety of racial and ethnic populations; lifelong learning efforts, as well as those that focused strictly on literacy; efforts by volunteer as well as professional staff; efforts supported by a variety of funding sources (including corporate, foundation, federal and state adult basic education monies, and monies provided for other federal and state efforts); and, that provided the best video examples of the five strategies.

Fifteen sites were chosen based on the selection criteria. Appendix O summarizes how each of the 15 sites related to the selection criteria. Staff sent contacts at each of the 15 sites the list of strategies and a document outlining staff members' ideas on which strategies the site could highlight. Contacts returned the documents with corrections or approval. Appendix P summarizes the strategies illustrated by each site.

A summary of the 15 sites and the strategies each site illustrated was presented by Institute staff to WPSX and WQED project team

members at a January 6, 1992, project team meeting in Pittsburgh. Decisions about the sites to be surveyed (a critical step before final decisions were made on sites to include in the videos) were made that day based on WPSX and WQED project team members' knowledge of videotape production and the types of programs successfully videotaped in the past. WQED chose 10 of the 15 sites to be surveyed by team members from the Institute, WPSX, and WQED. The project officer and advisory board received information summarizing the selection of sites for surveys.

For various reasons, some of the 10 sites were dropped and others were chosen to replace them over the course of the project. Staff from WQED made telephone calls to each of the 10 sites prior to making the site surveys and discovered that the St. Elizabeth's Hospital program was not going to be in full operation at the time of videotaping. In its place, the Workplace Partnership Project at Alpena Community College was added. The Parent Readers Program of the New York City Technical College in Brooklyn, New York was added to represent the family literacy context because the three sites originally selected (Project Even Start in Waterville, Maine; Indianapolis Even Start; and the Family Tree Project in Mesa, Arizona) were all Kenan-supported or Even Start sites. Project staff agreed that it was important to include another type of program. In September 1992, the Arlington Education and Employment Training Program (REEP) of the Arlington (VA) Public Schools was added to the workplace context in order to illustrate a greater variety of programs and to effectively illustrate in-depth examples of the strategies. A list of the 12

programs featured in the products, and the context or contexts for which they provided examples, is listed in Appendix Q.

Site surveys were conducted during January, February, and March 1992. Surveys were conducted by project team members representing one or more of the three cooperating organizations (WPSX, WQED, and the Institute). Four of the 12 sites eventually included in the products (Alpena Community College's Workplace Partnership Project; REEP; the Family Tree Project of Mesa, Arizona; and the Parent Readers Program) were not surveyed prior to videotaping for three reasons. First, as the sites were spread out across the nation, travel became very expensive. In addition, the short timeline of the project made it logistically difficult to schedule site visits before videotaping had to begin in order to keep the project on schedule. Finally, project team members from at least one of the cooperating organizations were familiar with the four sites that were not surveyed prior to videotaping.

Before each site survey, or before videotaping was done at the sites that were not surveyed, Institute staff prepared notes on strategies each site was expected to illustrate and aspects to highlight that would illustrate strategies (an example is presented in Appendix R). These notes were shared with WPSX and WQED project staff. During the surveys, staff observed the programs in action and spent time talking with instructors, learners, and administrators. Staff asked questions about aspects of the program they expected to see but did not. For example, if a site was expected to provide an example of use of the language experience approach in a group setting, but staff did not observe this aspect on the day of their visit, they inquired

about whether it would be in progress on the day that videotaping was done. After visiting each site, Institute staff completed post-site survey notes to summarize what could be illustrated by the site (see example in Appendix S). These notes included examples of the strategies in action that had been observed and particular aspects of the program to highlight or downplay. The notes were shared with WPSX and WQED project staff.

For the benefit of future efforts similar to this project, the importance of the site visits should be underscored. Project team members believed they had a very clear picture of what could be portrayed by each program as a result of the extensive telephone interviews conducted with each site. However, video clips taken at the sites that were not visited sometimes fell short of expectations. It is highly recommended that staff working on similar efforts in the future be given the time and resources to conduct surveys of all sites.

Conceptualization of the Products

Once strategies and programs were identified, the content of each video product and how the products would work together as a package were determined. From the beginning of the project, Institute staff felt very strongly that the products should portray lifelong learning in a positive light, a sentiment echoed by members of the advisory board.

The content and packaging of the projects was organized to best portray the gathered information in a way that would meet the needs of the three targeted audiences: the general public, decision-makers (such as chief executive officers, school board members, and policymakers), and practitioners. The upcoming sections will

describe how the content of each video and print product was determined, and how they were packaged in order to meet the needs of each audience.

Videos

It was determined that the documentary video for each context would tell the stories of programs in that context and how they are working toward National Education Goal 5, while the staff development videos for each context would focus on teaching viewers about the strategies and how to implement them. An overview staff development video would introduce the five strategies using examples from programs around the country. An in-depth staff development video would give ideas for how to implement each of the strategies using footage from programs.

Not all 12 programs appear in both the documentary and staff development videos. The type of footage obtained at each site determined whether it was included in the documentary videos, the staff development videos, or both. Video crews were able to capture footage that exemplified strategies at some sites but not others. This was often due to the types of activities going on at the sites on the day that video crews visited. One of the project's weaknesses was that only one or two brief trips to each site could be accommodated, which in essence forced the project team to take what they could get in the way of video footage on a particular day. Arranging for certain activities to occur on the day that taping was scheduled, or returning to tape when desired activities would occur, was not always possible. As a result, the footage did not always provide strong examples of the strategies and substrategies in each context.

In their final versions, the documentary videos tell the stories of how three programs in that particular context work toward Goal 5. The decision to cover only three programs in each documentary was made in order to keep these videos to about one half-hour. Often, but not always, these same programs appear in the staff development videos to provide examples of the strategies in action and how to apply them. Some programs that do not appear in the documentary video for a context do appear in the staff development videos. For example, the family documentary focuses on the Parent Readers Program, Project Even Start, and the Family Tree Project. In the staff development videos, the Parent Readers Program does not appear; however, footage from Appalachian Communities for Children and Indianapolis Even Start, which did not appear in the documentary, is included. Footage from programs that provided the best examples of the strategies in action were included in the staff development videos.

PSAs

WQED conducted a review of existing PSAs before the PSAs for Project Lifelong Learning were conceptualized. This was done to ensure that the PSAs developed as part of Project Lifelong Learning would not duplicate previous efforts. Such a survey was also expected to indicate where gaps in existing PSA messages lay. For example, many members of the advisory board, when they were informed that PSAs would be developed as part of the project, indicated dissatisfaction with the types of PSAs developed in the past. Specifically, they cautioned against using messages that subtly blamed adults for their own lack of literacy abilities, or messages that implied

that individuals developing their literacy and learning skills had some type of problem.

As a result of WQED's research (summarized in a special edition PLUS newsletter in Appendix T), it was determined that two PSAs would be developed for each context—one for student recruitment that showcases a successful adult learner, and one focusing on successful lifelong learning efforts across the country, which serves as a "call to action" for viewers. WQED also found that many PSA users would like to put their own information at the end of PSAs. Therefore, the team decided to make two versions of each PSA: one with contact information for WQED and a blank version so that users could add their own information. It was also determined that footage shot at Project Lifelong Learning sites would be used in the PSAs.

Packaging of the Materials

While the staff development videos would be appropriate only for audiences who wanted to learn about the strategies and how to apply them in their own programs (such as policymakers or practitioners in adult education), the documentaries would be appropriate both for general audiences, who may be interested in learning about lifelong learning efforts and how they could become involved in these efforts (for example, individuals who might wish to volunteer in programs in their communities), and audiences interested in the strategies. The documentaries would be of interest to the policymaker/practitioner audience because they set the stage for the staff development videos, providing an overview of efforts in a particular context and introducing some of the programs seen in the staff development videos. These factors influenced decisions about how the products were packaged.

It was determined that the materials would be packaged in two ways: one package targeted to general audiences and the other targeted to audiences who wanted to learn more details about the strategies and how to apply the strategies in their own programs. A package for general audiences with the three documentaries and six PSAs would be made available with a flier developed by WQED on the project and how the documentaries could be used. For those interested in the strategies, three context-specific packages would be made available, each with the six PSAs, the documentary video for that context, the two staff development videos for that context, and a user's guide developed by the Institute. The user's guide would provide information for a facilitator using the materials with a group, background readings, and discussion questions. It was determined that WQED would be responsible for producing and distributing the four packages and all other products developed as part of Project Lifelong Learning (1" tape of PSAs, VHS with six PSAs, the special edition PLUS newsletter on PSAs, and the Project Lifelong Learning brochure and order blank).

Development of Video Materials

The following section details how each of the video products was developed.

PSAs

WQED delivered rough drafts of two of the PSAs to the Institute on April 27, 1992. The Institute provided feedback to WQED on these drafts. Institute staff viewed rough versions of the PSAs at a meeting in Pittsburgh on July 1, 1992. Draft versions of PSA scripts were sent to Institute staff for approval on July 27, 1992. Feedback on these

drafts was given to the WQED project team by Institute staff. The suggested changes were incorporated, resulting in the finalized versions of the PSAs.

Documentary Videos

WQED's first step in developing the documentaries was to prepare treatments on the nine sites to be included in the three documentary videos. The treatments described what the video would depict regarding each site. Institute staff provided feedback on the treatments and had the opportunity to view the rough-cut versions of the documentaries at focus groups held on June 30, 1992, and July 1, 1992, in Pittsburgh. The focus groups, organized by WQED staff, invited professionals working in each of the three contexts, along with members of the general public, to view the video being developed for that context. For example, for the focus group on the workplace context, attendees included representatives of local business and industry and representatives of adult education providers involved with workplace education efforts. Approximately 20 people attended each focus group, including the project officer.

Participants in each focus group viewed the video, then provided their reactions to the video. At that time, Institute staff also asked participants about how print materials to be developed to accompany these videos could best serve their needs.

The main point that came out of the focus groups was the need to make the workplace documentary more appealing to decision-makers in business and industry: chief executive officers, management, and human resource developers.

After the focus groups, the Institute provided written feedback to WQED detailing their suggestions for changes to the documentaries. WQED used the information provided by focus group participants and Institute staff to revise the documentaries.

In late July and early August 1992, WQED delivered to Institute staff revised video clips on the nine programs with accompanying scripts. Institute staff again had the opportunity to provide written feedback to WQED on the videos-in-progress. In early September 1992, WQED delivered to Institute staff the host on-camera scripts—introductions, conclusions, and transitions between program pieces—for all three videos. Institute staff provided their feedback on these segments. At this point, the content development of the documentaries was complete.

Staff Development Videos

WPSX staff met with Institute staff in late February 1992 to determine tentatively which programs in each context could be used to illustrate each strategy and substrategy. As footage continued to be shot at the sites through the spring of 1992, WPSX staff, working with Institute staff, refined decisions about which footage best illustrated each strategy and substrategy. Working closely with Institute staff, WPSX staff developed scripts of the overview staff development videos. These were finalized by early June 1992. Narration was set and recorded before accompanying footage was finally selected. The same was not true of the in-depth staff development videos. Since they gave more detailed examples of how the strategies are applied in programs, the best examples of footage illustrating how to implement each strategy were selected first and "scratch" narration was developed

around these clips. As taping was completed at the sites, some footage substitutions were made. Narration was rewritten to give the best explanation of each segment.

Focus groups on rough-cut versions of the staff development videos were held on September 10, 1992, in Harrisburg, Pennsylvania, and on September 11, 1992, in University Park, Pennsylvania (Penn State's main campus). One focus group was held for the two videos in each context. Teachers, tutors, and program administrators working in adult education were invited to the focus groups. Ten people attended the workplace focus group; 13 attended the family focus group; and five attended the community focus group. The project officer also attended the focus groups.

The format of the focus groups for the staff development videos was similar to the format of the focus groups for the documentaries: participants viewed each video once, then the group reacted to the video. Several important points that helped improve the quality of these videos came out in the focus groups, both in terms of organization and content. For example, participants suggested using graphics as organizers to help guide the viewer through the video (particularly in the in-depth videos, when the presentation would move from a strategy to several examples of how to implement that strategy, then back to another strategy). Participants gave feedback on actual clips, for example, suggesting the project team remove a clip on use of oral testing as an alternative to written tests because it did not show learners in a dignified light. Participants also suggested more general additions to broaden the appeal of the videos: for example, one participant suggested using more clips of one-on-one tutoring in

the community videos. In addition, discussion from one focus group resulted in a change in the wording of Strategy #3. At the time of the focus groups, Strategy #3 was "Develop sensitivity to culturally diverse and special needs populations." While the concept behind Strategy #3 was the need to address a learner's issues, goals, and problems on an individual basis, participants reacted negatively to the "lumping together" of students from different cultures with students with special learning needs. The project team was able to reword the strategy to final format: "Accommodate learner differences in the program," which better communicated the message of this strategy. Finally, it was decided that another site should be added to the workplace staff development videos (at this point, REEP was added). Using the information provided by the focus group, WPSX staff, working closely with Institute staff, revised the staff development videos.

Development of the User's Guides

Drafts of the user's guide for the video materials in each context were completed by mid-September 1992 and were mailed to nine advisory board members, who had agreed to review these materials. The guide for each context was sent to three experts in that context. The nine advisory board members who received the guides for review are listed in Appendix U. Drafts of the user's guides were also sent to the project officer and project staff at WPSX and WQED.

Reviews were received from seven of the nine advisory board members. Their feedback was incorporated in a final revision of each guide. The suggestions made by the advisory board members were very helpful in improving the final user's guides. The most frequent

suggestion was to make each guide more specific to the context—this was done by including specific examples of how to apply strategies in the particular context in the sections on the strategies in each guide and by adding a section on ideas for implementing each strategy. In response to suggestions from advisory board members, sections were added on how the strategies and programs were chosen. Some reorganization was also done: for example, in the original drafts, background materials were organized according to the video with which they were intended to be used (documentary, overview staff development, or in-depth staff development). In the revised guides, all background materials were organized into a section called "Readings," with directions to the user on how each reading could be used. This allowed greater versatility in how the materials in the guide could be used.

Dissemination Activities

At the beginning of the project period, Project Lifelong Learning was publicized through a press release done by Penn State University. Individuals who contacted the Institute for information were sent a one-page description of the project and the strategies. Individuals who expressed an interest in the products were added to the Institute's data base with an identifier in order to receive information on the products as they became available.

Over the course of the project, two articles describing it appeared in *Mosaic: Research Notes on Literacy*, the Institute for the Study of Adult Literacy's newsletter which has a circulation of 5000. The first article, an overview of the project and the strategies, appeared in February 1992 (vol. 2, no. 1). The second article,

describing the resources developed as part of the project, appeared in February 1993 (vol. 3, no. 1).

A one-hour teleconference on Project Lifelong Learning was held December 7, 1992, at WQED's studios in Pittsburgh. The purpose of the teleconference was to make the public aware of the project, the products, and their availability. At least 150 downlink sites across the U.S. and internationally accessed the teleconference. A panel of individuals associated with the project, including representatives of the U.S. Department of Education (Joan Seamon), the Institute (Dr. Eunice Askov and Dr. Lori Forlizzi), WQED (Margot Woodwell) and WPSX (Dehra Shafer) gave an overview of the project, the strategies, and the products. Clips from the video products were shown. A question-and-answer session, providing the opportunity for viewers to call in with questions, ended the hour. In addition to producing the teleconference, WQED developed a brochure publicizing the teleconference. Forty-two hundred of these brochures were mailed to interested individuals and groups in the Institute's Lifelong Learning data base (which included the state directors of Adult Basic Education) for them to distribute. The teleconference brochures were also distributed at the conference of the American Association for Adult and Continuing Education (AAACE) in Anaheim, California in November 1992, and at the conference of the College Reading Association in Saint Louis, Missouri in November 1992.

As the project period drew to a close, WQED developed a brochure which described the project and products and included an order blank. One thousand brochures were mailed to individuals and groups on the Project Lifelong Learning data base and 1000 were

mailed to the project officer at the U.S. Department of Education. In addition, these brochures were distributed at the American Reading Forum conference in Sanibel Island, Florida in December 1992, and at the conference of the Pennsylvania Association for Adult Continuing Education in Harrisburg, Pennsylvania in February 1993.

Presentations on the project were made at several conferences, including the National Reading Conference in San Antonio, Texas in December 1992, the conference of the American Reading Forum, and the conference of the Pennsylvania Association for Adult Continuing Education. A three-hour microworkshop using the products developed as part of Project Lifelong Learning will be presented at the conference of the International Reading Association in San Antonio, Texas in April 1993.

At this writing, all Project Lifelong Learning packages (video and print products) are being produced by WQED. When they are completed and become available for distribution, they will be made available to the public by WQED. In addition, complimentary copies will be sent by the Institute to the project advisory board members, participating sites, and members of the National Coalition for Literacy.

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Appendices

Appendix A. Project Lifelong Learning Advisory Board

Judy B. Cheatham, Associate Professor of English, Greensboro College, and National Writing Consultant, Literacy Volunteers of America

JoAnn Crandall, Associate Professor of Education, University of Maryland, Baltimore County; also Co-Director, TESOL, Bilingual Education Program

Sharon Darling, President, National Center for Family Literacy

Hanna Arlene Fingeret, Executive Director, Literacy South

Vivian L. Gadsden, Associate Director for Dissemination, National Center on Adult Literacy

Susan Imel, Director, ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University

Debra Wilcox Johnson, Assistant Professor, School of Library and Information Studies, University of Wisconsin-Madison

Alden Lancaster, Educational Consultant

Ruth S. Nickse, President, Nickse Associates

Virginia Paget, Program Officer, Kettering Foundation

James L. Ratcliff, Director, National Center on Postsecondary Teaching, Learning, and Assessment, Penn State University

Pat Rigg, Consultant, American Language and Literacy

Anthony R. Sarmiento, Assistant Director, AFL-CIO Education Department

Terilyn C. Turner, Project Director, Saint Paul Lifelong Literacy

Thomas Valentine, Associate Professor, Department of Adult Education, University of Georgia

Thomas G. Sticht, President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., also served on the project advisory board until mid-September 1992.

Appendix B. Strategies Listed in the Project Proposal

The proposal for the project listed five strategies (concepts) to possibly be targeted in the videotapes. They were:

1. Development of nontraditional instructional and delivery methods. The adult education system must develop nontraditional instructional and delivery methods to meet the needs and interests of diverse populations of adults and to foster positive attitudes toward adult education and lifelong learning.

2. Implementation of flexible literacy services. Many existing literacy programs are based on a traditional school model with a decontextualized curriculum. But research suggests that adults learn best when learning is relevant to their lives. Educators must develop a range of program models to correspond with adults' varying needs.

3. Development and use of integrated service delivery models. Addressing the nation's literacy problems will require cooperation among broad and diverse groups, including both public and private interests and involving education, labor, social service, and community organizations. Extensive cooperation and coordination among these groups and sectors is essential to provide services to the neediest populations.

4. Awareness of cultural diversity. The rapidly growing Hispanic population, as well as other language minorities, such as Hmong and Eastern European populations, will have an important impact on literacy training needs in the next century. At the same time, research supports changing instructional techniques to support dual language instruction. The marriage of ESL and ABE is growing in importance and needs to be understood and incorporated by literacy providers.

5. Use of instructional approaches that enhance critical thinking skills. Programs must be developed which will enable adult learners to improve the complex skills involved in comprehension and problem solving. It is important that critical thinking and problem solving be taught through the combined use of all types of language skills. Instructional approaches (like process writing) that take an integrated approach to language development provide a natural setting in which to teach other complex skills.

Goal:	Make literacy instruction relevant and meaningful.
Strategy:	Embed literacy instruction in functional context.
Goal:	Meet the needs of the learner.
Strategy:	Use a learner-centered/participatory approach; (involve learners in goal setting, instruction planning, and assessment); use nontraditional instruction and delivery models.
Goal:	Develop support for lifelong learning.
Strategy:	Offer a diverse provider network; use integrated service delivery models; provide support services.
Goal:	Develop higher order skills, including critical thinking, decision making, and problem solving.
Strategy:	Embed cognitive strategy instruction, including "learning how to learn," within the curriculum.
Goal:	Develop sensitivity to culturally diverse/special needs populations.
Strategy:	Develop awareness of learner differences and ways to accommodate them.

Appendix D. Draft Strategies and Substrategies

STRATEGY #1:
Meet the Needs of the Learner in Various Life Roles
SUBSTRATEGIES:
Use a learner-centered approach
-Participatory learning
-Involve learners in goal setting, program planning
Use nontraditional instruction and delivery
-Cooperative learning and peer tutoring
-Computer-assisted instruction
-Individual and small group learning opportunities
-Distance education
Embed literacy instruction in a relevant context
-Meaningful for participation in:
the workplace
the family
the community
-Meaningful for learner's personal development
Develop skills that enable learners to function more effectively in various contexts (workplace, family, community)

STRATEGY #2:
Develop Support for Lifelong Learning
SUBSTRATEGIES:
Offer diverse opportunities for learning
-Continuum from basic skills to college level
Use integrated service delivery models
-Creative funding
-Partnerships
Provide support services
-Counseling
-Child care
-Transportation
-Incentives
-Job search and job placement

STRATEGY #3:
Develop Sensitivity to Culturally Diverse/Special Needs Populations
SUBSTRATEGIES:
Accommodate learner differences in the program
-Respect for cultural and social history of learner
-Strength vs. deficit model

-Provide ongoing training and support for staff
-Provide relevant materials for culturally diverse and special needs populations

Diverse staff
-Encourage professional development and leadership roles of staff from diverse cultural and special needs backgrounds

STRATEGY #4:
Develop Higher Order Skills
SUBSTRATEGIES:
Provide cognitive strategy instruction
-Learning how to learn
-Self-monitoring techniques

Provide realistic opportunities for practice and application
-Bring the world into the educational setting
-Use scenarios for problem solving and decision making

STRATEGY #5:
Enable Learners to Use All Communication Processes in Daily Lives
SUBSTRATEGIES:
Use a whole language approach
-Stress reading for meaning
-Process writing
-Publish student writing
-Language experience approach (LEA)
-Directed reading/thinking activities (DRTA)
-Provide opportunities for speaking, listening, and discussion

Appendix E. Working Draft of Key Strategies and Indicators

DRAFT 1/30/92

OERI Dissemination Project
Key Strategies and Indicators

Note: This is a working draft and revisions will be made throughout the project. As we make site surveys and view the rough footage, we will add more indicators and have more specific examples.

Five key strategies have been identified from interviews with the advisory board members (and other prominent people in the field) and a review of the literature. Each key strategy is composed of a number of substrategies. Substrategies capture the variety of ways key strategies can be implemented. Programs combine substrategies in unique combinations to meet their particular needs.

In this paper, key strategies and related substrategies are defined. Indicators of the successful implementation of strategies and substrategies (with examples from our sites) are also given. Documentation of strategies and related readings will be forthcoming.

•STRATEGY #1:
Meet the Needs of the Learner in Various Life Roles
SUBSTRATEGIES:
Use a learner-centered approach
-Participatory learning
-Involve learners in goal setting, program planning
Use nontraditional instruction and delivery
-Cooperative learning and peer tutoring
-Computer-assisted instruction
-Individual and small group learning opportunities
-Distance education
Embed instruction in a relevant context
-Meaningful in a job, family, or community context
-Meaningful for learner's personal development
Develop skills (including reading, writing, computation, problem solving, communication, and interpersonal skills) that enable learners to function more effectively in various contexts

Strategy 1: Introduction

Adult education research has shown that the needs and interests of adult learners must be met in order for programs to be successful in attracting and retaining learners. This is not an easy task as adults enact a variety of life roles with often conflicting responsibilities and commitments. In addition, many adult learners experienced years of frustration and feelings of inadequacy in school; these memories and

feelings are not easily erased or forgotten. Adult education opportunities then must be perceived as different from previous schooling experiences. Several strategies have been shown to be effective for meeting the diverse needs and interests of adult learners. Adults who participate in programs that implement these strategies come to view lifelong learning as a positive endeavor worthy of their time and commitment.

Substrategy 1: Use a learner-centered approach

A learner-centered approach is built on the belief that the learner comes to a program with strengths and experiences that have value and worth in the educational setting. It reflects the philosophy that learners will take more control over their lives and become empowered when they are active participants in setting goals and determining the course of their educational program. It also means that instruction is focused on the real needs and issues of the learners; this requires collaboration and shared decision making by instructors and learners.

INDICATORS:

•Learners take responsibility for their education program, including setting goals, developing strategies for meeting goals through active experimentation, and planning ways the program can help to change their lives. (Ex. All of the sites in the community context provide strong illustrations of this indicator. The content of the "mini-mesters" at the Learning Bank is decided upon by the learners. The Indianapolis Even Start program has a social worker who works with individual families to help them set goals and develop ways to meet their goals.)

•Learners have choice in the direction of their program, both on an ongoing basis and in day-to-day progression of the program. (Ex. At CET, clients who enter the program choose which kind of training they want and are given the opportunity to change to other training if they need or want to. In the family context, it is during the parenting component that opportunities to discuss individual parenting concerns arise during the meetings; these concerns then become the focus of that day's activities.)

•Learners are not simply restating what the instructors say; they're actively talking about their own experiences and ideas as a contribution to shared knowledge among group members.

•Sharing of power between learners and providers. (Ex. At Appalachian Communities for Children, they believe strongly in this concept. They build on the particular strengths each person brings to the program and make these strengths the focus of the curriculum. Community issues are also the focus of the curriculum, especially as learners become more knowledgeable about them and empowered to deal with them.)

•Learner representatives on the governing board of the program or on the staff (Ex. LV of NYC).

•Open forums for student communication and involvement. (Ex. At Project READ, the use of National Issues Forums (NIF) is one example of how they accomplish this as well as their Adult Learner Conference.)
•Learner-centered philosophy is reflected throughout the program from program philosophy to program evaluation through instruction and assessment. (Ex. Family Tree is required by Even Start legislation to use CASAS as an assessment device, but they also do portfolio assessments.)
•Learners' strengths are built upon in the curriculum. (Ex. Appalachian Communities for Children, Kenan Family Strengths model in use in Kenan Family Tree.)

Substrategy 2: Use nontraditional instruction and delivery

Nontraditional forms of instruction are "nontraditional" only to the extent that they are different from the kinds of schooling most adult learners experienced in their past. Individualized and/or small group instruction and cooperative learning opportunities represent ways for adult learners to interact with educators and other learners on a more equal footing; they also build on the collaborative spirit among learners which may exist in predominantly oral subcultures. Computer-assisted instruction represents an alternative method of instruction that many adult learners find motivating as well as educational, especially as it can individualize and tailor education for individual participants. Distance education represents an alternative to face-to-face education that uses various media to supply interaction. Distance education may be the only opportunity some learners have for participating in educational programs, especially in rural and very remote areas or when participants (teachers and learners) have time constraints and need scheduling flexibility. In all cases, the literacy providers and staff are viewed as facilitators rather than directors and as equal partners in the learning environment.

INDICATORS:

•Variety in modalities, media, and styles of instruction. (Almost all of the sites we have chosen offer variety; Seafarer's is an excellent example of variety in nontraditional forms of instruction.)
•Learners work in a variety of grouping patterns, including tutor or teacher/student, student/student, or small group. (Ex. The Learning Bank uses cooperative learning in which students work in pairs with word processing in the Keystrokes to Literacy program.)
•Correspondence. (Seafarer's has a correspondence course; we should provide other examples of distance education, at least in the instructional videos.)
•Computer-assisted instruction is supplemented with other interactive activities with the teacher and other learners; the computer program is not the sole focus of the curriculum. (Ex. At Seafarer's, the instructor worked with trainees in the computer simulated bridge of a ship and helped them talk through the processes they go through to bring the ship into the port. Wilma Harry at Indianapolis Even Start

reports of the importance of truly integrating and interrelating the CAI component with the other components of her program.)
•Instructors "facilitate" rather than "direct" the learning process. (This will be illustrated at Project READ during a NIF study circle.)

Substrategy 3: Embed instruction in a relevant context

It is important for this project to develop a working definition of a relevant and meaningful context because it means so many different things to people. It may be broadly defined as a context in which an individual wants or needs to function as an individual or as a member of a group. The contexts then provide materials and learning situations as a vehicle for instruction. Some people refer to this strategy as using a functional context approach.

INDICATORS:

•Learners work with materials used in real-life activities rather than with generic materials (all sites; Seafarer's uses Lifeboat course manual, ACC uses the Bible as curriculum).
•Learners work with teachers and/or peers rather than in isolation.
•Learning is "contextualized," i.e., the content is relevant in some way to the learners and their goals. (St. Elizabeth's—relevant to workplace, Project READ—relevant to community involvement, Learning Bank—relevant for personal development).
•Learners are able to articulate how their educational endeavors are applicable to their lives (the CET and LV of NYC videos both illustrated this).

Substrategy 4: Develop skills (including reading, writing, computation, problem solving, communication, and interpersonal skills) that enable learners to function more effectively in various contexts

Learners must have opportunities to develop skills that they will use in various contexts. When instruction occurs in realistic and meaningful contexts with realistic materials, learners have opportunities to use skills and to interact with other learners in realistic ways. For example, in the docking simulation we saw at Seafarer's, a group of trainees worked together and interacted as they would on the bridge of a real ship. Such opportunities are not available when learners are working in isolation or on unrealistic tasks (such as workbook exercises).

INDICATORS:

•Learners work to develop reading, writing, computation, and problem solving skills they need in relevant contexts, rather than generic academic skills.
•The communication and interpersonal skills learners use in relevant contexts are developed along with basic skills and higher order skills. (Ex. At CET, technical skills training is supported by counselors and job developers—often volunteers from the industrial community—who work on the personal and interpersonal skills needed to function effectively in the workplace. At Seafarer's, teamwork and communication is emphasized from the very beginning, especially

because it is so important on the job—new trainees were working together in the computer simulation.)

•STRATEGY #2:
Develop Support for Lifelong Learning
SUBSTRATEGIES:
Use integrated service delivery models
-Creative funding
-Partnerships
Offer diverse opportunities for learning
-Continuum from basic skills to college level
Provide support services
-Counseling
-Child care
-Transportation
-Incentives
-Job search and job placement

Strategy 2: Introduction

America 2000 calls for a "nation of students" in which all adults are involved in lifelong learning opportunities. A call to action has been made for everybody to be involved; President Bush has specifically called for businesses to help strengthen the connection between educational endeavors and the workplace and for increased involvement at the community level where "education really happens."

Substrategy 1: Use integrated service delivery models

Use of integrated service delivery models is the substrategy that is of primary importance. The other two substrategies depend on it. Everybody agrees that high-quality services and diverse opportunities for learning should be made available to anyone who wants to take advantage of them. A key issue for policymakers and providers, though, is how to get the systems into place that would enable diverse opportunities for learning to occur. Coordination and integration of services requires creative funding and building partnerships with public and private sector organizations. It requires communication and administrative efforts to reduce duplication of services and maximize the use of available resources.

INDICATORS:
•Program administrators are skillful in grant writing and seeking out diverse sources of funding (Sister Mary Judith at Learning Bank).
•Local agencies communicate regularly and make honest efforts at working together. (Are programs members of local coalitions which coordinate services—like Project READ?)
•Management and labor work together to make sure individual as well as corporate needs are met (Seafarer's is an example).

Substrategy 2: Offer diverse opportunities for learning

Diverse opportunities for learning are needed so that all aspects and stages of development of the learner are addressed. They represent the spectrum of continuous development that makes lifelong learning possible.

INDICATORS:

•Program offers learning opportunities on a continuum, either within the program or through referrals with other agencies. (Ex. Seafarer's offers continuous upgrading; The Learning Bank encourages learners to pursue other opportunities; the Learning Bank links with other agencies to make referrals. They also recognize former students' achievements on the "Wall of Fame.")

•Students are able to move efficiently between programs as their skills increase (Seafarer's illustrates this).

Substrategy 3: Provide support services

Adults lead complex lives with responsibilities and commitments that are often conflicting. Research has shown emphatically that support services are one of the primary reasons why adult learners continue to participate in programs. By removing the barriers to participation, support services enable learners to juggle their responsibilities and commitments to take full advantage of educational opportunities. Support services include child care, job search and/or job placement, incentives, transportation, and counseling.

INDICATORS:

•Child care is offered to learners. This could take a variety of forms—from on-site services to coordination with child care organizations and government agencies that provide child care subsidies. (Ex. CET provides on-site child care; the Learning Bank makes referrals to other agencies.)

•Job search and job placement are offered on an ongoing basis; i.e., student progress on the job is followed. (Ex. At CET, alumni counselors maintain contact with students by making home visits and telephone calls. Students who lose their job because of company layoffs are placed in another company; students who do not do well on the job are brought back to CET for counseling or additional training. At Seafarer's, job placement is guaranteed upon completion of the training program.)

•A full range of services under one roof is provided. (Ex. The Even Start projects represent attempts to accomplish this range of support and educational opportunities, although they are not always literally "under one roof." Most CET training sites provide a full range of services under one roof.)

•Program is linked with other social service agencies to make referrals when necessary.

•Purchasing a vehicle or making arrangements with public transportation.

•Regular staff are prepared to act as informal counselors, if counseling is not a support service that is formally offered. (Ex. At Seafarer's and Learning Bank, staffs reported that this was an essential part of their job.)

•STRATEGY #3:

Develop Sensitivity to Culturally Diverse/Special Needs Populations

SUBSTRATEGIES:

Accommodate learner differences in the program

-Respect for cultural and social history of learner
-Strength vs. deficit model
-Provide ongoing training and support for staff
-Provide relevant materials for culturally diverse and special needs populations
-Make adaptations in procedures to meet diverse needs

Diverse staff

-Encourage professional development and leadership roles of staff from culturally diverse and special needs backgrounds

Strategy 3: Introduction

The composition of the American population is changing rapidly, with a significant increase in minority populations. The number of immigrant populations continues to increase, swelling the need for programs for people for whom English is a second language. Moreover, the composition of the American workforce is expected to be made up of significantly more women and racial and ethnic minorities. These demographic changes will have an important impact on American society. Awareness of and respect for cultural diversity is fast becoming an essential ingredient for successfully meeting the needs of the diverse population of adult learners.

Special needs populations include the homeless, physically and mentally disabled, the elderly, people from rural or remote locations, the incarcerated, and adults with learning disabilities. The Americans with Disabilities Act, which mandates equal access to all disabled individuals, will impact society in general as well as adult education. Special needs adults will be entering the workforce in greater numbers, and adult education programs will have to adapt to meet their needs.

Substrategy 1: Accommodate learner differences in the program

Strategy #3 and related substrategies are closely related to the learner-centered approach and the empowerment model in which respect for the individual strengths of every learner is reflected in the program design and the day-to-day activities of the program. Specifically, accommodating the needs of culturally diverse and special needs populations requires working from a strength model in which

diversity has value and worth in the educational setting and is built upon in the program. It requires combating imperialistic attitudes and values by building mutual understanding of the diverse lives and experiences of the participants in the program. Program staff must be encouraged to remain flexible enough to meet the diverse needs of learners and must be given the tools to do so through training. They must be able to adapt materials and procedures to meet learners' needs.

INDICATORS:

•There is no evidence of "one right way of doing things" in terms of cultural values and practices (Ex. The Family Strengths model used by the Kenan sites—Family Tree).
•Opportunities for learners to talk about cultural and social histories.
•There are no barriers to participation for disabled adults.
•Staff training in cross-cultural communication.
•Staff training that encourages flexibility in the use of instructional approaches and that provides a variety of techniques that staff may try with special needs and culturally diverse learners.
•Program administrators build in opportunities for staff to interact, communicate, and plan in formal and informal settings. (At Learning Bank, staff have yearly retreats, monthly staff meetings, staff inservice, informal planning sessions at lunch, etc.)
•Materials are rewritten to accommodate learners who are not able to handle the reading requirements of the regular materials. (Don at Seafarer's rewrote the Lifeboat Manual for his tutoring sessions.)
•A variety of materials and methods are used to meet the needs of learners with diverse learning styles.
•Staff help learners locate materials of interest and cultural relevance.
•Adequate and appropriate assessment is used. (Ex. At Seafarer's, multiple choice tests are given orally to students with learning problems.)
•Individualized education plan for special needs learners are developed and implemented.

Substrategy 2: Diverse staff

A staff that is comprised of individuals of culturally diverse or special needs backgrounds is a key element in a program that is truly sensitive to the needs of the learners. Encouraging professional development of former learners and volunteers from diverse communities is essential because they have something nobody else has—a frame of reference for relating to the learners.

INDICATORS:

•Outreach to encourage members of diverse populations to participate in programs as staff, not just as learners.
•Linkages with community leaders of diverse populations.
•Linkages to other community groups that serve diverse populations.
•Learners from diverse populations are encouraged to assume leadership roles within the program. (Edith Lee at the Learning Bank facilitates the senior citizen program.)

•Staff provide role models for lifelong learning. (Edith Lee at Learning Bank is an example of lifelong learning—upon retirement from her custodial job, she took tutor training and eventually became a full-time, paid staff member.)

•STRATEGY #4:
Develop Higher Order Skills
SUBSTRATEGIES:
Provide cognitive strategy instruction
-Teach students how to learn
-Teach self-monitoring and self-evaluation techniques
Provide realistic opportunities for practice and application
-Bring real-world problems and issues into the educational setting
-Provide opportunities to practice and apply skills outside of the educational setting

Strategy 4: Introduction

Higher order skills include critical and creative thinking, problem solving and decision making. They require the learner to synthesize information and critically analyze and adapt and apply information in new and creative ways.

The term "higher order" skills may be misleading because it begs the question "Higher than what?" The term implies that higher order skills are at the top of some sort of a hierarchy while basic reading, writing, or math skills are at the bottom. It further seems to imply that the "basic" or "lower order" skills must be developed before the "higher" skills can be. That assumption, however, is incorrect; research suggests that even for low-level tasks, higher order skills are an integral component of the successful use of basic skills, and that traditionally named basic and higher order skills can (and should) be developed together.

Substrategy 1: Provide cognitive strategy instruction

Cognitive psychology research suggests that teaching cognitive strategies and giving students opportunities to practice them in realistic situations develops higher order skills. Providing such opportunities increases an individual's awareness of his or her capabilities, teaches strategies that can be used and when to apply them, and teaches individuals to monitor the use of these strategies. Cognitive strategy instruction should be provided simultaneously with basic skills building.

Cognitive strategy instruction can enable learners to generalize and transfer strategies to other situations. When students are taught how to learn, they will discover effective strategies for learning independently of the teacher. Students learn self-direction and how to ask questions of themselves (such as "What do I need to do to complete this task effectively?") as well as specific techniques for

learning material (like notetaking and summarizing). Self-monitoring and self-evaluation techniques help students monitor and assess how well their strategies are working.

Cognitive strategy instruction seeks to raise learners' consciousness about the nature of the learning process. When learners become more actively engaged in the learning process, they will come to see that learning is an effortful endeavor with rewards in all aspects of their lives.

INDICATORS:

•Students engage in out loud thinking—the student talks out loud about processes involved in an activity, including what strategies he or she uses, how he decided what strategies to use, how he knows if a strategy is effective or not, how he decided if he should change strategies.

•Learning techniques, such as note taking, summarizing, and time management are taught. (Ex. At Seafarer's, Kate Richardson teaches a study skills course that strives to enable students to independently handle the requirements of their other courses.)

•Self-monitoring techniques, which include predicting, clarifying, question asking, and summarizing, are demonstrated by teachers in learning activities. Teachers encourage students to use these techniques when working independently.

Substrategy 2: Provide realistic opportunities for practice and application

The need for higher order skills has been investigated by adult educators who are concerned about marginally literate adults' abilities to act within the larger social contexts of life. It can not be assumed that learners will apply and use the skills they learn within programs in other settings. It is necessary to provide realistic situations in which these strategies may be applied. It may mean bringing the larger world into the educational setting (where the learning environment approximates a real-life setting) or taking learners out to experience the real world (a class may visit the supermarket). Learners should also be given opportunities to reflect on these experiences. Groups of learners may do this by discussing their experiences. Or, individuals may privately reflect on their experiences through journal writing.

INDICATORS:

•Learners practice application of skills in realistic settings. (The computer simulation at Seafarer's gives learners an opportunity to practice on-the-job skills in a realistic setting.)

•Instructor is skillful at bringing opportunities for practice and application from the outside world into the classroom. (Ex. At the Learning Bank, people from voter registration and the League of Women Voters came to the center as part of their civic literacy unit.)

•Learners are given opportunities to go out into the world to practice skills with the guidance and support of staff and other learners. (Staff

at Learning Bank often helps people go grocery shopping, get a library card; learners go on "civic literacy" field trips.)

•STRATEGY #5:

Enable Learners to use all Communication Processes in their Lives

SUBSTRATEGIES:

Stress reading for meaning
Integrate reading and writing instruction
Use the process approach to writing
Publish student writing
Use a language experience approach (LEA)
Provide opportunities for speaking, listening, and group discussion

Strategy 5: Introduction

Strategy #5 reflects the importance of language development as an integral part of literacy development and learning and vice versa. It also addresses the importance of enabling adults to use communication skills for empowerment in their lives.

Substrategy 1: Stress reading for meaning

Recent reading research supports the idea that reading is an act of constructing meaning from print, one in which the reader actively combines incoming data (i.e., print) with his or her own mental representations (prior knowledge or schemata) of the author's subject. This approach acknowledges the importance of the learners' prior knowledge and experiences (including cultural background) in determining whether and how text will be comprehended. It also supports the learner-centered approach and the need to recognize and adapt to diverse student backgrounds.

INDICATORS:

•Reading instruction does not focus on building skills in isolation; application to "real reading" and getting meaning from print is always stressed.
•Learners read natural language materials (ones that do not sound meaningless or artificially contrived).
•Comprehension is stressed.
•There are many opportunities for learners to be immersed in meaningful print and with a variety of relevant materials.

Substrategy 2: Integrate reading and writing instruction

Research supports the practice of integrating reading and writing experiences in ways that are meaningful to the learner. Reading and writing are complementary processes that can be developed in tandem.

INDICATORS:
•Students write reactions to what they read.
•Students may be asked to read another person's writing and add to it. (For example, students may be asked to read the beginning of a memo where a manager outlines procedures for asking for vacation days. Students may be asked to write the procedures on their own as an exercise in predicting outcomes.)
•Students are encouraged to read and react to their own and others' writings.

Substrategy 3: Use the process approach to writing

Writing instruction is effectively done when instructors help learners view writing as a process that occurs in a series of stages. The instructor acts as a facilitator, assisting the student in the stages of the writing process: for example, discussing potential topics with the student, commenting on drafts, and encouraging revisions.

INDICATORS:
•Instructors encourage the student to develop their writing by going through several rounds of drafting and revision.
•The focus remains on production of meaning.
•Work on punctuation and grammar is done late in the process and is guided by the student.
•The instructor helps the student see that he or she goes through the same process of drafting and revision when he or she writes.
•Instructors allow the writing to be guided by the student.
•Instructors are not judgmental of student writing; rather they try to help the learner see where writing could be expanded or reorganized.

Substrategy 4: Publish student writing

Publishing student writing is an important substrategy for building self-esteem and work-pride in adult learners. Learner writings are made available for other learners, their families, or the public at large.

INDICATORS:
•Students work is displayed around the room, either on the walls or on tables where other books and magazines are found.
•Students speak with pride about their writing and are anxious for others to see it.

Substrategy 5: Use a language experience approach

A language experience approach uses the adult learner's oral language abilities to develop instructional materials for learners. Students talk about their own ideas about a topic. Or, the instructor reads a portion of a text to the student, or otherwise introduces some information on a topic (the instructor could show a videotape). The learner and the instructor discuss the information, and the learner (or the instructor) records the student's ideas on the topic. The text can then be used for a variety of learner activities.

INDICATORS:
•Students and instructors engage in discussion, with the instructor or student recording the students' ideas and observations.
•Student-generated text is used for learning activities.

Substrategy 6: Provide opportunities for speaking, listening, and group discussion

Learners should be encouraged to talk through problems and engage in discussion with other learners. Speaking and discussion should be an integral part of other learning activities; even activities in which discussion is not traditionally used, such as in mathematical problem solving.

INDICATORS:
•Small groups or pairs of instructors and learners are involved in discussions.
•Learners contribute the most to the conversation.
•The instructor is a careful listener.
•The instructor is skilled in keeping the discussion going or encourages students to develop these skills.
•Learners talk as they work through learning activities. (For example, at Seafarer's, we overheard a group of students discussing how to solve a math problem that involved figuring out the distance between a ship and a lighthouse.)

Appendix F. Strategy Suggestions by Advisory Board and Experts

Advisory Board

Judy Cheatham: learner-centered approach; whole language approach for "real-life" uses such as writing letters to the school board or local community housing authorities

Joann Crandall/Marilyn Gillespie (National Clearinghouse on Literacy Education): whole language approach, including publishing student work and writing to read; research suggests that if programs develop literacy in primary language of learner, learners show more interest and stay longer; can use word processing programs for writing

Sharon Darling/Bob Popp and Meta Potts (National Center on Family Literacy): work in pairs and small groups; stress functional uses of language; computer-assisted instruction; use reflection and language experience; stress and build on family strengths (more of a process than a curriculum); develop community collaborations; stress dialogue across cultures; remember that culture extends beyond gross categorizations

Hanna Fingeret: practitioners can't assume that learners will use skills developed in the program outside of the program; we must help learners by providing real-life opportunities for practice and application of skills inside and outside the program; stress community involvement and collaboration; they (Literacy South) are training grassroots community programs to "do literacy"

Vivian Gadsden/Matt Soska (National Center on Adult Literacy): stressed that there is very little empirical evidence about cultural differences in learning, especially with adults; some programs and teachers may be quite thoughtful and good at working with culturally diverse learners but they may find it difficult to say why or what specifically it is they do effectively

Susan Imel: learner/worker-centered approach; learning benefits employee and employer; use a variety of delivery systems, including group work and one-on-one instruction; support at all levels (especially from management) with consistent message that learning benefits all; curriculum grounded in cognitive strategies; need instructors who understand dynamics of workplace

Deborah Johnson: collaboration and creative funding critical for library-based programs; stress lifelong learning; look at "older" programs; support services

Alden Lancaster/Thomas Sticht: vestibule training; basic skills integrated in job context; support services such as a job offer at the end of training; strong commitment from the company

Ruth Nickse: integrated approaches with adequate funding and multi-disciplinary team (adult education, early childhood education, parenting); support from all levels; long-term funding and extensive planning

Virginia Paget: how National Issues Forums can promote group work and develop thinking and problem solving skills
James Ratcliff: critical thinking and problem solving in college graduates
Pat Rigg: start with writing for literacy; publish student work; use students' published work as reading material for beginning readers; avoid, if possible, one-on-one methods that continue sense of social isolation experienced by many adult learners; individual should be in charge of what they do, write, and learn
Anthony Sarmiento: functional context not just job-related materials; stress empowerment model; need union support; "power tools" are the thinking skills in a person's head
Terilyn Turner: use technology, including CBI, distance, satellite, interactive video; union and management cooperation; role of foundations; accommodate diverse needs for personal empowerment; use language experience approach and word processing
Tom Valentine: remember "small efforts"; government tax credits/incentives to business; a learner-centered approach is motivating and beneficial to learners

Other Experts
Judith Alamprese (COSMOS): differentiate basic skills from life skills—help learners discover how to put basic skills together in various combinations to accomplish real life tasks
Jacqueline Cook (Mayor's Office of New York City): cooperative learning; women of the community create, publish, and disseminate literature for people of the community; alternative approaches to assessment; learner support networks; making immigrants aware of current issues
Carolyn Corlett (Clearinghouse on Disability Information): discussed the Americans with Disabilities Act, provided resources
Helen (Jinx) Crouch (Literacy Volunteers of America): partnerships and Literacy Volunteers of America's work in workplace and family literacy
Lloyd David (Continuing Education Institute, Needham, MA): the Adult Diploma Program
Lansing Davis (Program on Noncollegiate Sponsored Instruction—PONSI): college credit for workplace programs
Johanna DeStefano (Ohio State University): need to meet the needs of the provider; need to make clear to providers that learner-centered means that programs must meet needs of adults in the different roles they play; need for use of nontraditional materials
Edward Gordon (Roosevelt University, Chicago): workforce education is "more than acquiring reading, math, writing, and thinking skills and not just a 'technical problem' to be solved; instead, it should be part of a broader, work-team 'empowerment process'"; stress applied learning, reciprocal teaching

Rhona Hartman (National Clearinghouse on Post Secondary Education for People with Disabilities): discussed the Americans with Disabilities Act, provided resources
Laura Karl (U. S. Department of Education, Office of Bilingual Vocational Education): need for adapting vocational instruction for limited English proficient adults; job-related English as a Second Language instruction and need for coordination among classrooms; need for effective instruction in higher order skills
Jerry Kilbert (California State Adult Basic Education): training English as a Second Language teachers; importance of job training for non-English speakers
Mark Kutner (Pelavin Associates): functional context approach; use a variety of delivery systems, including small group and one-to-one ins; active involvement by all partners; support services; in-service training
Jean Lowe (American Council on Education, GED Testing Service): knows of an effective program that uses technology (satellite broadcast) to reach "hard to reach" learners; promote peer support activities
Muriel Medina (Laubach Literacy International): look at broader range of application of skills than just for one particular context (like the workplace); stress teamwork and interpersonal and communication skills; creative and trial collaborations of in-house trainers and educational providers; need broad training for meeting the needs of a diverse workforce (more than just ESL)
Shirley Merlin (James Madison University): talked about the importance of taking instruction to isolated learners
Juliet Merrifield (University of Tennessee at Knoxville, Center for Literacy Studies): use community issues in the curriculum; use a learner-centered approach; build on the sense of pride in community and knowledge of community history in learners; build on strengths of learners; stress "learn by doing"; use oral history, listening projects, theater and play writing
Larry Mikulecky (Indiana University): integrate basic and problem solving skills; provide opportunities for practice and application of skills
Sarah Newcomb (U. S. Department of Education, National Workplace Literacy Program): functional context approach in workplace programs
Anabel Newman (Indiana University, Reading Practicum Center): talked about the language experience approach
Andrew Rock (U. S. Department of Health and Human Services): discussed the need to deal with the chronically unemployed welfare population, and the need for collaboration among agencies dealing with this population
Clay Thorpe (Student Coalition for Action in Literacy Education—SCALE): discussed programs that train college students to be tutors; this helps increase the number of college graduates who can think critically, communicate effectively, and solve problems

Lena Townsend/Karen Griswold (Lehman College, The City University of New York, Institute for Literacy Studies): discussed the effectiveness of culturally relevant materials and a whole language approach, especially writing to read; alternative assessment procedures such as portfolio assessment
Joann Weinberger (Center for Literacy): whole language approach to learning; collaborative tutor/student training
Nancy Woods (Adult Literacy Action, Penn State Beaver Campus): discussed need for integrated instruction that uses "the world as a lesson plan," and the importance of training staff to do this; also, the importance of outreach and public awareness
Chris Zachariadis (Association for Community Based Education): need to emphasize the concept of learner empowerment

Appendix G. Table Showing Strategies Suggested by Advisory Board and Experts

	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
Cheatham	•	•			•
Crandall			•		•
Darling	•	•	•		•
Fingeret	•	•		•	•
Gadsden			•		
Imel	•	•	•	•	
Johnson		•			
Lancaster	•				
Nickse		•			
Paget				•	
Ratcliff				•	
Rigg	•				•
Sarmiento	•	•		•	
Sticht	•	•			
Turner	•	•	•	•	
Valentine	•	•			
Alamprese				•	
Cook	•	•	•	•	•
Corlett			•		
Crouch		•			
David		•			
Davis		•			
DeStefano	•		•		
Gordon	•			•	
Hartman			•		
Karl	•	•	•	•	
Kilbert			•		
Kutner	•	•	•		
Lowe	•				
Medina	•	•	•	•	•
Merlin		•			
Merrifield	•		•	•	•
Mikulecky	•			•	
Newcomb	•				
Newman					•
Rock	•	•	•		
Thorpe				•	
Townsend			•		•
Weinberger	•		•		•
Woods	•	•	•		
Zachariadis	•				

Appendix H. Finalized Strategies and Substrategies

- Meet the needs of the learner
  - Use a learner-centered approach
  - Embed instruction in a relevant context
  - Offer nontraditional instruction and delivery
- Develop support for lifelong learning
  - Form partnerships and strengthen connections among providers
  - Offer support services
- Accommodate learner differences in the program
  - Develop sensitivity to learner differences
  - Respond to learner differences
- Develop higher order skills
  - Provide direct instruction in higher order skills
  - Provide realistic opportunities for practice and application of higher order skills
- Enable learners to use all language processes in their lives
  - Build group discussion into all learning activities
  - Teach reading and writing for meaning

Appendix I. Project Lifelong Learning Bibliography

Each entry below is coded with a number or numbers according to the strategies it supports (1 - 5) and with a letter indicating the context to which it applies (W = workplace, F = family, C = community). Items marked with an asterisk (*) indicate primary research references.

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Appendix J. Site Suggestions by Advisory Board and Experts

Advisory Board

Judy Cheatham (C, F): Project Uplift (her Greensboro College, NC Even Start program in a local housing project)

Joann Crandall/Marilyn Gillespie (C) (National Clearinghouse on Literacy Education): Literacy Volunteers of New York City (LVNYC) and a library-based program in Springfield, MA called Read Write Now (Janet Kelley)

Sharon Darling/Bob Popp and Meta Potts (National Center on Family Literacy) (F): Apple site in Salem, OR (Lillas Larsen-Kent); Toyota sites in Rochester, NY (Judy Kiley)—West Side Adult Learning Center (June Rousseau) and Richmond, VA (Nancy Kohen); Tucson, AZ (Jessica Dillworth); Mesa, AZ (Gayle Gibson); Bureau of Indian Affairs sites: Canoncito in Laguna, NM (Jim Brynes), Torreon in Cuba, NM (Dale Allison, Susan Neddau), Leschi in Tacoma, WA (Norm Dorpal), Fond du Lac in Clovis, MN (Jane Fontaine), Takinii, SD (Joann Winterchaser)

Hanna Fingeret (C): Vance-Granville Community College, NC (Jereann King); Juliet Merrifield's community history projects at Center for Literacy Studies, University of Tennessee, Knoxville

Vivian Gadsden/Matt Soska (National Center on Adult Literacy) (W): The Academy in Ypsilanti, MI (Rena Soifer)

Susan Imel (W): Motorola in Schaumberg, IL (Tess Reinhard/Bob Walz)

Deborah Wilcox Johnson (C): library-based programs in Queens, NY (Kay Kavanaugh); in Weirton, WV (Pam Makricosta); in Escondido, CA (Lori DuBrawka); in Austin, TX (Brenda Branch, Laura Mitchell); in Atlanta, GA (Ron Bubberly)

Alden Lancaster/Thomas Sticht (W): Federal Reserve Bank in Boston, MA (John Kroen); Wider Opportunities for Women (WOW) in Washington, DC (Cynthia Marano)

Ruth Nickse (F): Even Start programs in Waterville, ME (Lisa Levinson); in Indianapolis, IN (Wilma Harry); in Richmond, VA (Janet Dolan); in Birmingham, AL (Janice England); and in Estle, SC (Louise DeLoach); library-based programs in Lawrence, MA (Dick McLaughlin); in Lowell, MA (Lorraine Burgoyne); and in Amesbury, MA (Eleanor Davis); Work in America Institute (Marty Cohen); Seattle Metro in Seattle, WA (Carol Thompson); Stride Rite in Boston, MA (Karen Leibold); Reading is Fundamental (Program's Division)

Virginia Paget (C): National Issues Forums programs: Project READ in San Francisco, CA (Leslie Shelton); in Indianapolis, IN (Susannah Walker/Pambana Uishi); and in Westonka, MN (Mary Hurley)

James Ratcliffe (W): JTPA sites in Pennsylvania (Mary Ellen Weimer)

Pat Rigg (C, W): International Ladies Garment Workers Union; Dallas School District/SER (Judy Meyer)

Anthony Sarmiento (W): Harry Lundeberg School of Seamanship in Piney Point, MD (Jackie Knoetgen, Kate Richardson)

Terilyn Turner (W): UAW/Ford in St. Paul, MN and Dearborn, MI (Brenda Jones, Barb Downey, Jay Tucker, Stew Mansfield, Brian Elrod); City of St. Paul, MN (Lynn Swanson); Technology for Literacy Center in St. Paul, MN (Lou Walker, Claudia Bredamus); Dislocated Workers Program in St. Paul, MN (Rosemary Park, Art Behrends)
Tom Valentine (W): Griffin Technical Institute in Griffin, GA (Janice Robertson)

Other Experts
Jacqueline Cook (Mayor's Office of New York City) (C): Adult Learning Center at York College (Jane MacKillop); Brooklyn College (Ellen Kay); Adult United Voices (Sam Santiago, May Dick); Borough of Manhattan College (Michael Parker)
Helen Crouch (Literacy Volunteers of America) (C): LVA programs: The Learning Bank in Baltimore, MD (Sister Mary Judith Schmelz, RSM); in Maricopa County, Phoenix, AZ (Gaye Tolman); Metro Atlanta, GA (Judy Porter); Low Country in Hilton Head, SC (Peggy May); Sterling Municipal Library in Baytown, TX (Denise Fischer)
Lansing Davis (Program on Non-collegiate Sponsored Instruction—PONSI) (C, W): companies they have worked with include AT&T, UAW/Ford, Southwest Bell, Pacific Bell.
Mary Donald (for Barbara Burks, Laubach Literacy, International) (W, F, C): Southwest Arkansas Development Council, Project Literacy (Robin Townsend); Oklahoma City Literacy Council (Agnes Olive); Read Campaign of the Mizzell Library, Fort Lauderdale, FL (Janet Hansen); Literacy Advance of Houston, Inc. (Constance Riddle); Greenville, (SC) Literacy Association (Bessie M. Lee); Laubach Literacy - Kansas City (Gaylon Umbarger); Project PAL (Partners in Adult Literacy), Mattoon, IL (Pat Hemmett); Delaware County (PA) Literacy Council (Patricia Gaul); Adult Literacy Action, Monaca, PA (Nancy Woods); Association of Florida Laubach Organizations (Teresa McElwee)
Lucille Ijoy (Philadelphia PIC) (C): sites in Philadelphia that use the Gateway Program: YMCA in Philadelphia (Nancy Dent); Literacy Incarnation (Sister Mary Ellen); Pennsylvania School for the Deaf; St. Michael's Church (Reverend Janet Peterman)
Laura Karl (U. S. Department of Education, Office of Bilingual Vocational Education) (W): the Arlington Education and Employment Training Program (REEP) of the Arlington (VA) Public Schools
Jerry Kilbert (California Adult Basic Education) (C): sent information on the Competency-based Education and LEARN Conference, San Francisco, March 1992
Jean Lowe (American Council on Education, GED Testing Service) (C, W): Atlanta Literacy Action, GA (Mattie Eley); Project on Non-collegiate Sponsored Instruction—PONSI (Lansing Davis)
Richard Lynch (American Bar Association) (C): discussed a program in which young professionals (mostly lawyers) tutor homeless children; discussed another program involving the delivery of ABE services to probationers

Wilma McCarley (Business Council for Effective Literacy) (W): sent BCEL newsletters
Muriel Medina (Laubach Literacy International, Center for Workforce Education) (W): Digital, Westminster, MA (Donna Curry, Ellie Buford); Rush Presbyterian-St. Luke's Medical Center in Chicago, IL (Linda Hodo)
Juliet Merrifield (Center for Literacy Studies, University of Tennessee, Knoxville) (C): Appalachian Communities for Children, KY (Judy Martin); Ivanhoe Civic League, Ivanhoe, VA (Mike Blackwell); Lonsdale Community Improvement, Knoxville, TN (Connie White/Jackie Cason)
Larry Mikulecky (Indiana University) (W): Lafayette Reading Academy, IN (Beth Hensley)
Sarah Newcomb (U. S. Department of Education, National Workplace Literacy Program) (W): ABCs of Construction Project, Baton Rouge, LA (Pam Wall); Partnership of Wisconsin State Board of Vocational and Adult Education, Statewide Chamber of Commerce, AFL-CIO (Mary Ann Jackson); Sunrise Community Health Care Organization in Miami, FL (Regina Guaraldi)
Jo Ann Nurss (Center for the Study of Adult Literacy, University of Georgia) (W, F): Grady Memorial Hospital in Grady, GA; a Toyota family literacy collaborative in Atlanta, and a FIPSE-funded project at the university to compare literacy demands of exit-level high school courses and entry-level college courses
Allan Quigley (Pennsylvania State University) (C): Literacy Volunteers of New York City
Andrew Rock (U. S. Department of Health and Human Services) (W, F): suggested we talk to Yvonne Howard, Office of Family Assistance
Joan Seamon (U. S. Department of Education) (W, C): Garret Murphy (Director, NY State Department of Education) about ACCESS and Cassette Centers in New York state; Jerry Kilbert (California Director of ABE) about working with welfare clients
Carl Smith (ERIC Clearinghouse on Reading/Communication Skills, Indiana University) (F): two family literacy projects out of Indiana State University (focus on children and youth)
Benita Somerfield (Barbara Bush Foundation) (F): Parent Readers Program in Brooklyn, NY (Ellen Goldsmith/Ruth Handel); Carnegie Beginning with Books in Pittsburgh, PA (Joan Friedburg/Elizabeth Segel)
Roberta Sorenson (Association for Community Based Education) (C): Farmworkers Power Project in Boulder, CO (Paul Casey)
Stephen Steurer (Correctional Education Association) (C): suggested consulting their publication *Learning Behind Bars*
Clay Thorpe (Student Coalition for Action in Literacy Education—SCALE) (C): Elsa Auerbach's program at the University of Massachusetts for college students who need to learn English; CLASP—a program at Cornell University where college students work with university employees

Robert Visdos (Cuyahoga Community College) (C): discussed various community college efforts, including Columbus State Community College, Mt. Hood Community College, Eastern Iowa Community College, Florida Community College at Jacksonville, Dallas Community College, and Catonsville Community College

People Who Contacted Us:
Janet Bolen (Education is Essential Foundation in Dalton, GA) (W): a comprehensive community approach to problems of business and education
Dr. Edward Gordon (Roosevelt University, Chicago) (W): about his curriculum which has been used in numerous workplace settings
Rebecca Haynes (F): *The Commercial Appeal's* (Memphis, TN newspaper) family literacy efforts (child - focused)
Judy Maruffi (W): John Hancock Mutual Life Insurance Co. in Boston, MA
Shirley Merlin (James Madison University) (W): a mobile Career Enhancement Program they developed in rural Virginia to work with ROCCO Enterprises, Inc., WLR Foods, Valley Blox, Inc., Perdue Foods, Merck and Company, Inc.
Bonnie Mizenko (C): Virginia Beach Adult Learning Center

Appendix K. Examples of Print Materials Surveyed for Possible Sites

Materials in the ERIC system, such as final and evaluation reports of demonstration and research projects. For example:

ED 314 602 *Project REACH.* New York, NY: City University of New York, Center for Advanced Study in Education.

ED 316 058 *Literacy Education Action.* El Paso, TX: El Paso Community College.

ED 328 665 *Hospital job skills enhancement program: A workplace literacy project.* Atlanta, GA: Center for the Study of Adult Literacy, Georgia State University.

ED 328 666 *Hospital job skills enhancement program: Curriculum manual.* Atlanta, GA: Center for the Study of Adult Literacy, Georgia State University.

ED 333 237 *Story of S.U.C.C.E.S.S.: A model workplace literacy program.* Manoa, HI: University of Hawaii.

ED 341 777 *Lafayette Adult Reading Academy and St. Elizabeth Hospital Employee Literacy Program. Final Performance Report.* Lafayette, IN: Lafayette School Corporation and St. Elizabeth Hospital.

ED 329 132 *Workplace literacy: A curriculum development guide.* Lowell, MA: Cambodian Mutual Assistance Association.

ED 322 290-291 *REEP/Hotel workplace literacy project. Final performance report and Evaluation report.* Arlington, VA: Arlington County Public Schools.

Current newsletters. For example:

The Ladder (The Learning Bank)

BCEL Newsletter (S.U.C.C.E.S.S.)

Other publications. For example:

Burghardt, J., & Gordon, A. (1990). *More jobs and higher pay: How an integrated program compares with traditional programs.* New York: Rockefeller Foundation. (Center for Employment Training, Wider Opportunities for Women)

Kutner, M., Sherman, R., & Webb, L. (1991). *A review of the national workplace literacy program.* Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation. (Grady Memorial Hospital and REEP)

Newspapers. For example:

5-22-90 *Gwinnet Extra: Atlanta Journal and Constitution,* Connie Green, "Job Training Helps Put Family on the Rebound" (Displaced Homemakers Program at Gwinnet Tech in Atlanta, GA)

1-1-91 *New York Times,* William E. Schmidt "Detroit Priest Preaches Hope Through Job Training" (Focus: Hope in Detroit, MI)

1-21-91 *Washington Post,* Jennifer Caspar "Amtek Program Provides Immigrants with Skills to Start New Career Paths" (Amtek Systems, Inc. in Arlington, VA)

1-28-91 *Atlanta Journal and Constitution,* Charles Haddad "No Men Required: Kentucky Women Fighting Poverty" (Social Services in Logan and Allen County, Russellville, KY)

5-2-91 *Chicago Tribune*, V. Dion Hayes "Housing Plan Starts Small, Thinks Big" (Project Mainstream in Des Plaines, IL)

7-24-91 *Wall Street Journal*, Dorothy J. Gaiter "Pygmalion Story: It's Often a Struggle, But Some on Welfare Become Hard Workers" (Cleveland Works in Cleveland, OH)

Appendix L. Site Call Form

SITE CALL FORM

Site _____
Date _____
Contact Person _____
Phone # _____

- What is the philosophy of the program?

- Who are your target populations?

- How do you do recruitment?

- Do you have open-entry/open-exit?

- How do you evaluate the success of the program and keep records?

- Do you use an integrated service delivery model? If so, how did you get it into place?

- What are your funding sources (federal, state, local, corporate, foundation, private, union)?

- What is your primary delivery system for instruction?

- What materials do you use?

Do you use any other delivery systems?

- Do you use a functional context for instruction? If so, how do you get it embedded into instruction (literacy task analysis, needs assessment, other)?

- Do you use a learner-centered/participatory approach? If so, how?

- Do you involve the learners in goal setting, instructional planning, or assessment?

- Do you serve special needs and/or culturally diverse populations? Who?

- If so, what strategies do you use to accommodate learner differences?

- How do you train your staff accordingly?

- Do you provide support services? If so, which of the following and how did you get these services into place in your program?
  - counseling, job search/placement
  - transportation, child care, incentives

- Does your program develop "higher order" skills, such as
  - problem solving
  - critical thinking
  - decision making?
- If so, how?

- If you agree to it and if we choose to film your program, how likely are the features you discussed to be seen by the production crew? Are the program directors, managers, CEO willing to be filmed?

- Can you send us some information about your program?

Appendix M. Sites Contacted by Telephone

ABCs of Construction Project in Baton Rouge, LA (W)
Contact: Pam Wall
Suggested by: Sarah Newcomb

Alpena Community College/Besser Company in Alpena, MI (W)
Contact: Rita Macy/Jere Doyle
Suggested by: Institute for the Study of Adult Literacy

Appalachian Communities for Children in Jackson and Clay County, KY (C, F)
Contact: Judy Martin
Suggested by: Juliet Merrifield

Beginning with Books in Pittsburgh, PA (F)
Contact: Joan Friedburg/Elizabeth Segel
Suggested by: Benita Somerfield

Birmingham Even Start in Birmingham, AL (F)
Contact: Janice England
Suggested by: Ruth Nickse

Bronx Educational Services in Bronx, NY (C, F)
Contact: Jon Deveaux
Suggested by: Institute for the Study of Adult Literacy

Burlington Mills in Roxboro, NC (W)
Contact: Debra Inman Harlowe
Suggested by: Institute for the Study of Adult Literacy

Canoncito in Laguna, NM (F)
Contact: Jim Byrnes
Suggested by: Meta Potts

Center for Employment Training in San Jose, CA (W)
Contact: Al Arruiza
Suggested by: Burgardt, J., & Gordon, A. in *More jobs and higher pay: How an integrated program compares with traditional programs*. Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation

Center for Literacy in Philadelphia, PA (F)
Contact: JoAnn Weinberger
Suggested by: Institute for the Study of Adult Literacy

City of St. Paul in St. Paul, MN (W)
Contact: Lynn Swanson
Suggested by: Terilyn Turner

Digital Equipment Corporation in Westminster, MA (W)
Contact: Donna Curry/Ellie Buford
Suggested by: Muriel Medina

Dislocated Workers Project in St. Paul, MN (W)
Contact: Rosemary Park/Art Behrends
Suggested by: Terilyn Turner

Dundee Mills in Griffin, GA (W)
Contact: Janice Robertson/Wayne Brown
Suggested by: Tom Valentine

Estle, SC Even Start in Estle, SC (F)
Contact: Louise DeLoach/Rose Choice
Suggested by: Ruth Nickse

Family Tree Project in Mesa, AZ (F)
Contact: Gayle Gibson
Suggested by: Meta Potts

Farmworkers Power Project (Proyecto de Poder Trabajador Agricola) in Boulder, CO (C, W)
Contact: Paul Casey
Suggested by: Roberta Sorenson

Federal Reserve Bank in Boston, MA (W)
Contact: John Kroen
Suggested by: Tom Sticht

Harry Lundeberg School of Seamanship in Piney Point, MD (W)
Contact: Jackie Knoetgen/Kate Richardson
Suggested by: Tony Sarmiento

Hospital Job Skills Enhancement Program in Atlanta, GA (W)
Contact: Joann Nurss
Suggested by: Kutner, M., Sherman, R., & Webb, L. in *A review of the national workplace literacy program.* Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation

Indiana Department of Revenue in Indianapolis, IN (W)
Contact: Denise Henard
Suggested by: Larry Mikulecky

Indianapolis Even Start in Indianapolis, IN (F)
Contact: Wilma Harry
Suggested by: Ruth Nickse, Meta Potts

Ivanhoe Civic League in Ivanhoe, VA (C)
Contact: Mike Blackwell
Suggested by: Juliet Merrifield

Lawrence, MA Library in Lawrence, MA (F)
Contact: Dick McLaughlin
Suggested by: Ruth Nickse

Learning Bank in Baltimore, MD (C)
Contact: Sister Mary Judith Schmelz
Suggested by: Helen Crouch, *The Ladder* newsletter

Literacy Action, Inc. in Atlanta, GA (F)
Contact: Mattie Eley
Suggested by: Jean Lowe

Literacy Volunteers of New York City in New York, NY (C)
Contact: Marilyn Boutwell/Pat Scott
Suggested by: Allan Quigley, Marilyn Gillespie

Lonsdale Community Improvement in Knoxville, TN (C)
Contact: Connie White/Jackie Cason
Suggested by: Juliet Merrifield

Lutheran Settlement House Women's Program in Philadelphia, PA (F, C)
Contact: Carol Goertzel
Suggested by: Institute for the Study of Adult Literacy

Motorola in Shaumberg, IL (W)
Contact: Tess Reinhard/Bob Walz
Suggested by: Susan Imel, *The Harvard Review*

Parent Readers Program in Brooklyn, NY (F)
Contact: Ellen Goldsmith/Ruth Handel
Suggested by: Benita Somerfield

Philadelphia YMCA in Philadelphia, PA (C)
Contact: Nancy Dent
Suggested by: Lucille Ijoy

Program on Noncollegiate Sponsored Instruction—PONSI in Washington, DC (W, C, F)
Contact: Lansing Davis
Suggested by: Jean Lowe

Project READ in South San Francisco, CA (C)
Contact: Leslie Shelton
Suggested by: Virginia Paget

Read Write Now in Springfield, MA (C)
Contact: Janet Kelley
Suggested by: Marilyn Gillespie

REEP in Arlington, VA (W)
Contact: Inaam Mansoor
Suggested by: Kutner, M., Sherman, R., & Webb, L. in *A review of the national workplace literacy program.* Washington, DC: US Department of Education, Office of Planning, Budget, and Evaluation

Seattle Metro in Seattle, WA (F)
Contact: Carol Thompson
Suggested by: Marty Cohen

St. Elizabeth Hospital in Lafayette, IN (W)
Contact: Janet Stroud
Suggested by: Larry Mikulecky

Stride Rite Intergenerational Day Care Center in Boston, MA (F)
Contact: Karen Leibold
Suggested by: Ruth Nickse

S.U.C.C.E.S.S. in Honolulu, HI (W)
Contact: Anita K. S. Li
Suggested by: *BCEL Newsletter*

Sunrise Community Health Care Organization in Miami, FL (W)
Contact: Regina Guaraldi
Suggested by: Sarah Newcomb

Technology for Literacy Center in St. Paul, MN (C)
Contact: Lou Walker, Claudia Bredamus
Suggested by: Terilyn Turner

Torreon Day School in Cuba, NM (F)
Contact: Dale Allison/Susan Neddau
Suggested by: Meta Potts

Toyota Families for Learning in Rochester, NY (F)
Contact: Judy Kiley
Suggested by: Bob Popp

Tri County OIC in Harrisburg, PA (W)
Contact: Jeff Woodyard
Suggested by: Institute for the Study of Adult Literacy

UAW/Ford Skills Enhancement Program in St. Paul, MN and Dearborn, MI (W)
Contact: Brenda Jones/Jay Tucker/Stew Mansfield/Brian Elrod
Suggested by: Terilyn Turner

Vance-Granville Community College in Warrenton, NC (C)
Contact: Jereann King
Suggested by: Hanna Fingeret

Waterville Even Start Program in Waterville, ME (F)
Contact: Lisa Levinson
Suggested by: Ruth Nickse

Weirton, WV Library in Weirton, WV (C)
Contact: Pam Makricosta
Suggested by: Deborah Wilcox Johnson

West Side Adult Learning Center in Rochester, NY (F)
Contact: June Rousseau
Suggested by: Judy Kiley

Westonka in Westonka, MN (C)
Contact: Mary Hurley
Suggested by: Virginia Paget

Westville Indiana Correctional Center in Westville, IN (C)
Contact: Mike Klosowski
Suggested by: Mary Hurley

Wider Opportunities for Women in Washington, DC (F, C, W)
Contact: Alden Lancaster
Suggested by: Tom Sticht

Wisconsin State Board of Vocational and Adult Education (W)
Contact: Mary Ann Jackson
Suggested by: Sarah Newcomb

Work in America Institute in Scarsdale, NY (F, W)
Contact: Marty Cohen
Suggested by: Ruth Nickse

Appendix N. Documents that Provided Guidance in Developing Site Selection Criteria

Balmuth, M. (1986). *Essential characteristics of effective adult literacy programs: A review and analysis of the research.* New York: Kingsborough Community College.

Brizius, J., & Foster, S. (1987). *Enhancing adult literacy.* Washington, DC: The Council of State Policy and Planning Agencies.

Kutner, M., Sherman, R., & Webb, L. (1991). *A review of the national workplace literacy program.* Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation.

Lerche, R. S. (1985). *Effective adult literacy programs: A practitioner's guide.* New York: Cambridge Book Company.

U.S. Department of Education, Office of Vocational and Adult Education. (1991, August). *A summary report: National forums on the adult education delivery system.* Washington, DC: Author.

Site	Geographic Location	Urban Rural	Racial/ Ethnic	Physical Setting	Range of Opportunity	Volunteers/ Professionals	Funding Sources
Workplace							
Center for Employment Training (CET)	San Jose, CA	Rural and Urban	Hispanic/ Mixed	Training Sites	Technical Skills Training	Professionals	JTPA, ESL, farmworkers
Seafarer's	Piney Point, MD	Port	Mixed	Education Building	Basic → College	Professionals	Private & Union
UAW/Ford	Dearborn, MI	Urban	Mixed	Education Building	Basic → College	Professionals	Corporate & Union
St. Elizabeth Hospital	Lafayette, IN	Urban	White	Hospital	Basic (job-related)	Professionals	Corporate, NWLP
Dundee Mills	Griffin, GA	Rural	African American	Community College	Basic, ABE GED	Professionals	Corporate, NWLP
Family							
Indianapolis Even Start	Indianapolis, IN	Urban	African American	School	Parenting, Basic, ABE GED	Professionals/ Parents	Even Start
Kenan: Family Tree	Mesa, AZ	Urban	Hispanic	School	Parenting, Basic, ABE, GED	Professionals/ Parents	AT&T, US West, Even Start, State, Local
Waterville Even Start	Waterville, ME	Rural	White	Homes	Parenting, Basic, ABE, GED	Professionals	Even Start
West Side Adult Learning Center	Rochester, NY	Urban	Immigrants, Ukranians, Amerasians	Center	Parenting, Basic, ABE, GED	Professionals	ABE, Office of Refugee Resettlement, Kenan, Toyota
Torreon Day School	Cuba, NM	Rural	Native American	Chapter House, Homes	Parenting, Basic, ABE, GED	Professionals/ Parents	

Community							
Project Read	South San Francisco, CA	Urban	Hispanic/ Mixed	Library	Basic, ABE, GED	Professionals/ Volunteers	State, Local, LSEA
The Learning Bank	Baltimore, MD	Urban	African American/ Mixed	Education Center (former bank)	Basic, ABE, GED	Professionals/ Volunteers	State, United Way, endorsements
LVA of NYC	New York, NY	Urban	African American/ Mixed	Variety/ Corporate	Basic, ABE, GED	Professionals/ Volunteers	91% private, 9% government
Appalachian Communities for Children	Annville, KY	Rural	White	Education Center	Basic, ABE, GED	Professionals/ Volunteers	State, ABE, Barbara Bush
Vance/ Granville	Warrenton, NC	Rural	African American	Community College	Basic, ABE, GED	Professionals/ Volunteers	State, ABE

	PROGRAM	LOCATION	STRATEGIES IT ILLUSTRATES
Workplace/ Workforce			
	Center for Employment Training (CET)	San Jose, California	all, 3*
	Seafarers	Piney Point, Maryland	1, 2*, 3, 4
	Ford/UAW	Dearborn, Michigan	all, 2*
	St. Elizabeth's Hospital	Lafayette, Indiana	all, 4*, 5*
	Dundee Mills	Griffin, Georgia	1*, 2, 4, 5
Family			
	Indianapolis Even Start	Indianapolis, Indiana	all, 3*
	Kenan Family Tree	Mesa, Arizona	all, 2*, 5*
	Waterville Even Start	Waterville, Maine	all, 1*
	Kenan West Side Adult Learning Center	Rochester, New York	all, 3*, 5*
	Torreon	Cuba, New Mexico	all, 3*

*especially illustrates this strategy

Community	PROGRAM	LOCATION	STRATEGIES IT ILLUSTRATES
California	Project READ all, 4*, 5*	San Francisco,	
	Learning Bank	Baltimore, Maryland	all, 2*, 1*
York	Literacy Volunteers of America all, 3*, 5* New York City (LVA/NYC)	New York City, New	
	Appalachian Communities for Children	Annville, Kentucky	all, 1*, 3*, 5*
Carolina	Jereann King's 1, 3*, 4*, 5	Warrenton, North	

*especially illustrates this strategy

Appendix Q. Programs Highlighted in Project Lifelong Learning Products

Alpena (MI) Community College's Workplace Partnership Project (W)
Appalachian Communities for Children, Annville, KY (F, C)
Arlington Education and Employment Training Program (REEP) of the Arlington (VA) Public Schools (W)
Center for Employment Training, San Jose, CA (W)
Family Tree Project, Mesa, AZ (F)
Indianapolis Even Start (F)
Learning Bank of COIL (Communities Organized to Improve Life) Inc., Baltimore, MD (C)
Literacy Volunteers of New York City, Inc. (C)
Parent Readers Program, Brooklyn, NY (F)
Project Even Start, Waterville, ME (F)
Project READ, South San Francisco, CA (C)
Seafarer's Harry Lundeberg School of Seamanship, Piney Point, MD (W)

Appendix R. Example of Pre-Site Survey Notes

Waterville Even Start

This site can illustrate Strategy #1—**Meet the Needs of the Learner** in the family context. Waterville Even Start is totally home-based (**nontraditional instruction and delivery**) because the learners wanted/needed it that way (**involve learners in program planning**). For example, Lisa Levinson, director, said that potential students wouldn't come to the adult education center for reasons such as bad weather, lack of transportation, and the "school-like" setting that students did not like. Ruth Nickse said this site has a very high retention rate. It would be interesting to explore Lisa's thoughts about this—especially if she thinks the program design is related to the high retention rate. **Participatory learning** can be illustrated in the parent involvement in planning and directing potluck suppers and parent meetings.

Strategy #4—**Develop Higher Order Skills**, especially **Provide Cognitive Strategy Instruction**, can also be illustrated at this site. For example, Lisa said that they talk to students about their learning styles and encourage them to reflect on how well their strategies are working for them in reaching their goals. They do this in the context of the adults' learning, their children's learning and their families' learning. They also examine portfolios with the learners and discuss their progress (what worked, what didn't). All of these kinds of activities help learners to see how they learn best (**learning how to learn**).

The Waterville Even Start site should also be able to illustrate Strategy #5—**Enable Learners to Use all Communication Processes** and many of the substrategies. For instance, the activities discussed in the preceding paragraph also **provide opportunities for speaking, listening, and discussion**. The program **publishes student writing** in the form of a newsletter developed by the children and their parents. They also use a **language experience approach** and **process writing** (see "Key Strategies and Indicators" for an explanation of the language experience approach and the process approach to writing).

Another strategy to explore at this site is how they **accommodate learner differences in the curriculum**, under Strategy #3. Lisa reports that they have some ESL families and one deaf family.

Appendix S. Example of Post-Site Survey Notes

Waterville Even Start

This site in the family context illustrates Strategy #1: Meet the Needs of the Learners in various life roles. Substrategy 1, "use a learner-centered approach," is illustrated through the involvement of parents in program planning. Learners set the course of their individual learning (for example, parents **write stories**, such as Denise's spy story) as well as the activities of the program (parents contribute articles to the **newsletter** and are working on a **set of brochures for other parents**, such as one on how to choose a babysitter). Substrategy 2, "use nontraditional instruction and delivery," is illustrated in many ways. First, the bulk of instruction is done through **home visits**—teachers meet with parents and children in the home. There is a mix of individual and small group instruction. Teachers work with parents individually, but small groups also meet (**mix of individual and small group instruction**). Parents have requested classes (for example, CPR). **Parents, children, and teachers work together** in the homes. Substrategy 3, "embed instruction in a relevant context," is also illustrated. **Real-life problems form the basis for many learner activities** (for example, making sure the right amount of social security is being taken out of paychecks). Teachers support learners in developing skills to deal with these real-life problems. Thus, Substrategy 4, "develop skills ... that enable learners to function more effectively in various contexts," is also illustrated. Many parents are working toward their GED—but, as the staff explained, this is not really the focus of the program.

This site also illustrates Strategy #2: Develop Support for Lifelong Learning. The staff works to **guide families to other social services as needed**. Lynda (early childhood educator) tries to get the childrens' teachers to make home visits. In addition, **support services** are provided. Transportation to parent meetings or classes is provided by staff or other parents with cars. Parents are reimbursed for money spent on child care during attendance of these events. These activities illustrate Substrategies 1 ("use integrated service delivery models") and 3 ("provide support services").

Strategy #3: Develop Sensitivity to Culturally Diverse/Special Needs Populations is illustrated as well. Substrategy 1, "accommodate learner differences in the program," is applied by Lisa through her emphasis on the importance of staff training and support. The staff has a weekly three hour **staff meeting**, which provides an opportunity for them to keep each other aware of issues that crop up for different families (essential since they are dealing with the same families). It provides an opportunity for them to help solve unusual or touchy problems and situations that may come up. For example, while we were visiting the staff discussed the appropriateness of dealing with child abuse and its ramifications. It also provides an opportunity for

outside speakers to come in (they will have a guest speaker who will discuss how to initiate family meetings.)

Strategy #4 Develop Higher Order Skills, substrategy—provide realistic opportunities for practice and application of skills outside of the educational setting—is illustrated when parents attend meetings at school or **engage in other "public" activities**. The teachers go along with them to provide support, giving parents courage to participate. Teachers prepare parents ahead of time for these meetings, giving them an opportunity to practice their skills. Eventually, this support can be withdrawn.

Waterville Even Start also illustrates Strategy #5: Enable Learners to Use all Communication Processes in Their Lives. Teachers and parents talk about their problems and come up with solutions that involve literacy (parent brochures). The newsletter illustrates publication of student writing.

Aspects to Highlight:
- parents' writing
- newsletter
- parents' brochures for other parents
- home visits
- mix of individual and small group instruction
- real-life problems form the basis for many learner activities
- parents, children, and teachers work together
- staff guides families to other social services as needed
- support services are provided
- staff meetings
- teachers' support in "public" activities

Aspects to Downplay:
- GED

Appendix T. Project Literacy U.S.
(PLUS) Special Edition Newsletter
on PSAs

Project Lifelong Learning
A PROJECT OF THE INSTITUTE FOR THE STUDY OF ADULT LITERACY AT PENN STATE
IN PARTNERSHIP WITH WQED/PITTSBURGH, WPSX/PENN STATE and PLUS (Project Literacy U.S.)
Funded by the U.S. Department of Education

PLUS
PROJECT LITERACY U.S.

SPECIAL EDITION

LITERACY PSAs
FALL 1992

RESOURCE DIRECTORY SHOWS PSAs ON LITERACY

This is a newsletter about Public Service Announcements devoted to literacy. PSAs have been delivering messages about illiteracy and adult education for a very long time. There has been a marked increase in PSAs since Project Literacy U.S. was established in 1985. Dozens of literacy campaigns have manifested themselves across the country. Along with many of them, public service announcements have been created to help them raise awareness. This newsletter has been issued as a product of Project Lifelong Learning which is described on page 6.

We have gathered information on existing, as well as past literacy PSA campaigns. From this data we have created a resource directory of public service announcements. To our knowledge this is the first time a directory of this sort has been compiled. We asked literacy service providers to supply any information on radio and television PSAs. If you know of other public service announcements that may have been omitted, please let us know by writing WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213. This can ensure an even more complete directory in the future.

Information on other literacy campaigns and their resulting public service announcements is also included in this newsletter: **Project Lifelong Learning** is a campaign in progress. Other literacy campaigns include the Coors project, **Literacy. Pass It On.**, The American Library Association's **Coalition for Literacy** campaign, and the **PLUS/ABC** campaign of 1986.

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COALITION FOR LITERACY campaign.....page 10

RESOURCE LIST OF NATIONAL, STATEWIDE AND LOCAL LITERACY PUBLIC SERVICE ANNOUNCEMENTS

Over the past 12 years many literacy campaigns have been instituted and along with them many public service announcements have been produced.

In an effort to create a resource directory of public service announcements about literacy, we asked literacy service providers to send us any information on national, statewide or local literacy campaigns and PSAs. The majority of the PSAs listed here are available to literacy groups for use in their own campaigns.

PLUS Outreach • WQED • 4802 Fifth Avenue • Pittsburgh, PA 15213 • (412) 622-1335
PBS Project Director, **Margot B. Woodwell** • Assistant Project Director, **Herb Stein**
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American Council on Education - The Center for Adult Learning

A series of audio and video PSAs encourage people who dropped out of school to get a high school diploma by taking the GED Tests which are sponsored by the American Council on Education.

Featured spokespersons include:

- Barbara Bush
- Bill Cosby
- Waylon Jennings
- Vikki Carr - available in both English and Spanish
- Congressman Ben Nighthorse Campbell

- Ann Murray - addresses both American and Canadian audiences

These PSAs also publicize the GED Hotline Information number 1-800-62 MY GED.

Length:

Audio: :15 and :30

Video: :20 and :30

Cost: VHS - $20

3/4 inch - $30

Prices include shipping and handling.

Contact:
Jackie Taylor
American Council on Education
The Center for Adult Learning
One Dupont Circle
Suite 250
Washington, DC 20036-1193
(202) 939-9300

Dyslexia Public Awareness Association

One tape contains 4 spots about dyslexia:

- **Danny Glover Spot** features the actor discussing prevalent destructive attitudes toward dyslexic children. In this touching PSA, Glover talks about the evolution of attitudes toward dyslexia as a result of education and greater awareness.
- **Jed** is a 12-year old dyslexic boy who shares his experiences with the audience: he tells us how other kids treat him, and the difficulty he has in living up to the successes of his brother and sister.

The spots are directed by David Hemmings.

Length: :30 and :60

Cost: 3/4" or 1/2" - $35

Contact:
Jay Boccia
Ian MacDonald Productions
(310) 315-4750
(310) 315-4757

Laubach Literacy International

- **Literacy Changes Lives** features seven adult new readers speaking about positive changes that have taken place in their lives as a result of literacy. The PSA raises public awareness of adult illiteracy, and serves as a student, volunteer and donor recruitment tool for adult literacy programs.

Available on a 1" videotape, five seconds of blank tape are at the end of the tape so local literacy organizations, adult basic education programs and other agencies may tack on their names and phone numbers.

Length: :30

Cost: undecided

Contact:
Vicki Krisak
New Readers Press
1320 Jamesville Ave
Box 131
Syracuse, NY 13210
(315) 422-9121

The Learning Center

- **Closing the Gap** provides information on the National Workplace Literacy Project, highlighting the programs of the Learning Center, which aim to close the gap between literacy and modern technology.

Length: :30

Cost: undecided

Contact:
Cheryl Stone
The Learning Center
711 Milby, PO Box 248
Houston, TX 77001
(713) 221-9369

Literacy Volunteers of America

A series features Patrick Stewart of **Star Trek: The Next Generation** in three separate spots:

- Stewart talks about courage and how it is a necessary factor in order to come forward and learn to read.
- Stewart reads to a child as the focus is on family literacy. This is available in both English and Spanish.
- Also available in both English and Spanish is a PSA whose message proves how important reading is when it comes to looking for a job in the want ads.

Tags may be added locally.

Length: :30 and :60

Cost: $35

- Alex Trebek is on the set of **Jeopardy** in a series of spots on literacy student/ tutor recruitment, and **English as a Second Language** student/tutor recruitment.

Tags may be added locally.

Length: :30

Cost: $35

Alex Trebek, host of ***Jeopardy****, is featured in a series of spots in PSAs produced by Literacy Volunteers of America*

- Gordie Howe speaks about family literacy and promotes intergenerational and family relationships through reading.

Length: :30

Cost: $25

- An animated PSA features a little girl telling the story of her mother learning to read. It promotes family reading and the benefits of using the library

Length: :30

Cost: $25

- Barbara Bush appears in 2 segments of this 4 segment PSA. The other 2 segments focus on tutor recruitment.

Length: varied

Cost: $35

- Billie Jean King says the only way to win at anything, including illiteracy, is to meet challenges head on.

Length: :30

Cost: $25

Contact:
Linda Lowen, Assistant Director
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000

WQED/Pittsburgh - PLUS

- 39 30-second spots of **Read Together, Share the Joy** show parents telling personal anecdotes of the joy they find in reading with their children and grandchildren.

Celebrities including Paul Rodriguez, Susan St. James, Ahmaad Rashaad, Jane Pauley, Phil Donahue, Big Bird, Cybil Sheppard, Ed McMahon, Patricia Wettig, Mr. Rogers, and First Lady Barbara Bush support these messages. Seven of the PSAs are also recorded in Spanish.

Length: :30

Cost: $30

Contact:
National Media Outreach Center
QED Communications
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-6442

PLUS and **ABC** produced Public Service Announcements that were used nationally, as did **Coors** and **The Coalition for Literacy**. For details on these PSAs, please see articles on these campaigns elsewhere in this newsletter.

Adult Basic Education Center

- Radio and television PSAs are geared toward recruiting new students while promoting literacy in the minds of the general public.

Length: :30

Cost: undecided

Contact:
Jennifer Howard
ABE
1 Main Street
Winooski, VT 05404
(802) 828-3131

Maine Public Broadcasting

- a series of five personal experience endorsements for learning to read featuring the two state literacy hotline numbers.
- **Give Us Books, Give Us Wings** was produced as a PSA series. The PSAs are encouragements to learn to read, and include state literacy hotline numbers. They may be included in breaks around programs, or combined with the MPB logo to use as station breaks.
- **Read With Me** is another literacy PSA series designed to be included in breaks around programs, or in station breaks.
- **Read Together, Share the Joy** from PLUS in six edited versions with the "Give Us Books" hotline number tag on them.

Some of these segments are adapted from national campaigns, others are locally produced.

Length: :30 and :60

Cost: undecided

Contact:
Charles Halsted
MPB Educational Services
65 Texas Avenue
Bangor, ME 04401
(207) 941-1010

Nevada State Library and Archives

KOLO-TV produced two PSAs during a statewide campaign that ran continuously through 1991

- **First Lady** features Barbara Bush and Sandy Miller (the Governor's wife) encouraging people to use the library and read together as a family.
- **Little Foot** presents delightful characters created by Dennis Rexrode and Christina Schlosser of Puppets, Inc., along with Librarian, Martha Gould. The viewer is inspired to support the local library.

Length: :30

Unavailable

New York State Education Department

- **The World** Introduces adult education students who describe the difference reading has made in their lives.
- **Len Elmore**, former New York Knicks basketball player, professes the importance of overcoming challenges and obstacles.
- **Harriet Sobol** is the wife of New York State Commissioner and also an educator. She discusses the importance of learning to read.

Focusing on students, this statewide campaign stresses the need for literacy. Local tags may be added.

Length: :10 :20 and :30

Cost: undecided

Contact:
Carol Jabonaski, Supervisor
The State Education Department
The University of the State of New York
Albany, NY 12203
(518) 474-8701

State of Illinois Secretary of State Literacy Office

- **Can't Read, Can't Write Blues** is a series of 4 PSAs for radio and television which present testimonies from adult students revealing their experiences in coming forward and admitting the need for help in learning to read.

These PSAs have been used locally and statewide

Length: varied

Cost: undecided

Contact:
Jan Grimes
Illinois State Library
300 South 2nd Street
Springfield, IL 62701
(217) 785-6925

WNPB TV

- 6 **Read to Succeed** PSAs feature famous and prominent West Virginians reading and expressing its importance.
- **Charlotte Wells** spots feature this adult student telling her own success story.

Tags may be added.

Length: :30

Cost: No Charge

Contact:
Anne Selinger
WNPB TV
191 Scott Street
Morgantown, WV 26507-1316
(304) 293-6511

Adult Literacy Action of Beaver County

- Three locally produced PSAs present reading programs that are available in Beaver County, Pennsylvania, and the number of illiterate people in the area that could be helped by them.
- produced for the Cable TV Foundation for Community Concerns, **Children** discusses the need of education in our children's lives

Length: :30

Unavailable

Adult Literacy Service

- Seven PSAs promote the Adult Literacy Service to those who cannot read. Included in the series is a spot of a woman rummaging through a medicine chest while her baby is crying. Realizing she cannot help the child because she can't read the bottles, she calls the Adult Literacy Service. Another spot included in the series features Tommy Lasorda encouraging illiterate people to get help. Adult students are interviewed in several of the spots, sharing their personal experiences.

Length: varied

Cost: undecided

Contact:
Charles F. Belmont
Vero Beach Laubach Chapter
(407) 231-4032

Amarillo Area Adult Literacy Council

- Produced for the Amarillo market, this PSA is general in nature and deals with attracting new students to the ALC program.

Length: :30

Cost: undecided

Contact:
Anite Fowlkes, Council Coordinator
Amarillo Area Adult Literacy Council
PO Box 447
Amarillo, TX 79178
(806) 373-9009

Greater Pittsburgh Literacy Council

- **Nonreader's World** is an Addy Award winning spot which depicts a jarring walk through a city where the street signs and news stands present a jumble of letters.

Length: :30

Cost: $25

Contact:
Gateway Studios
Pittsburgh, PA
(412) 471-3333

Kentucky Literacy Commission

- **Doors Slamming** is a PSA describing what the world is like to someone who can't read. Produced locally in 1992, this PSA is available for both radio and television.

Length: :30

Cost: undecided

Contact:
Audrey Hains, Executive Director
Kentucky Literacy Commission
1049 US 127 South, Annex 5
Frankfort, KY 40601
(502)564-4062

The Literacy Connection

- A series of seven PSAs features local students and volunteers expressing the value of their experiences in teaching and learning.

Length: :30

Cost: undecided

Contact:
Hugh Muldoon
John A. Logan College
Carterville, IL 62918

Mayor's Commission on Literacy

- **Can You Read** is a PSA with three clips, which aired locally in Philadelphia in 1989.

One shows a baby having a bad reaction to medicine because his father could not read the bottle.

The next clip is of a man who lost his job because he cost the company $25,000 as a result of his inability to read.

The last part of this tape presents a court room session with a woman evicted from her home. If she had been able to read, this situation would have been prevented.

This tape is available in limited quantities. It may be stripped and localized by adding a tag.

Length: 2:00

Cost: undecided

Contact:
Jim Landers
Mayor's Commission on Literacy
Philadelphia, PA 19102
(215) 875-8652

The New York Public Library

- **Reading and Writing Instructions for Adults** is a radio PSA in which the announcer encourages those who wish to learn to read and write, or those who wish to volunteer as a tutor to call The New York Public Library.

Length: :10 :20 and :30

Unavailable

READ/San Diego Minority Tutor Recruitment Campaign

- Two PSAs were produced, **The Paper** and **The Card**, as a result of the feedback obtained while conducting focus groups with minority tutors and non-tutors showing their interaction with new readers.

- **Colin Powell** is another PSA that began locally and later went statewide. He gives advice on learning to read.

Length: :30

Unavailable

WNMU-TV Northern Michigan University

Two local PSAs were produced for PLUS as entries in a contest conducted by WNMU.

- The runner up PSA asks "Where would you be if you couldn't read?" The answer is ..."Lost." Street signs are merely jumbled letters to someone who cannot read.
- A mother, carrying her child, is running down a long hallway of a hospital. Her baby needs immediate care. Because the mother is illiterate, she cannot read the signs to direct her to the emergency room. At the end of the spot we see her being tutored, and learning to read.

Length: :30

Cost: undecided

Contact:
Bruce Turner, Station Manager
WNMU-TV Northern Michigan University
Marquette, MI 49855
(906)227-1300

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PROJECT LIFELONG LEARNING AIDS LITERACY STRATEGIES

A new major literacy initiative aims to improve adult literacy and lifelong learning programs in the workplace, in the community and in the family.

It focuses on five strategies that emerged through a review of current research and interviews with experts in the field of adult literacy and lifelong learning by the Institute for the Study of Adult Literacy at The Pennsylvania State University. In the project, video materials and print information are being developed and disseminated to those who offer literacy and lifelong learning programs across the nation.

The Institute for the Study of Adult Literacy at Penn State received a grant from the Office of Educational Research and Improvement, a division of the U.S. Department of Education to merge relevant research on characteristics of successful adult literacy programs in the context of the family, the community, and the workplace. The Institute has partnered with PLUS, WQED (Pittsburgh), and the Media and Learning Resource Division of WPSX-TV (Penn State University).

A December 7 teleconference will officially launch the project. This is a teleconference for literacy service providers, as well as other community, business, government, union and educational leaders and employers interested in furthering the National Education Goal 5 — that by the year 2000 all adults will be literate and have the opportunities for lifelong learning. Clips will be shown from all the video materials which include:

- three half-hour television documentaries, one for each of the three subject areas produced by WQED Pittsburgh and intended for use on-air and in literacy presentation efforts
- six public service announcements, two for each documentary, to raise awareness of literacy efforts that can be customized for local, regional or national use by any agency or project
- six staff development videos for literacy service providers produced by WPSX-TV University Park, PA - an overview and a training video in each of the three subject areas: family, community, workplace.

Print materials to support the effort include a user's guide for professionals utilizing the staff development modules, this newsletter on the history and background of public service announcements produced for adult literacy awareness, and an informational brochure.

Dissemination of the materials is intended to encourage the general public, parents, business, industry and labor organizations, community groups and educators to adopt and implement research findings and to provide audiences with strategies for improving adult literacy and lifelong learning programs.

To order **Project Lifelong Learning** print and video materials, please contact WQED. Phone: 412/622-6442, Fax: 412/622-6413. Or write to LITERACY Box INFO Pittsburgh, PA 15213.

Project Lifelong Learning Has Many Partners

The Institute for the Study of Adult Literacy at The Pennsylvania State University was established in 1985 as a result of the growing problem of adult illiteracy. Its mission includes developing a sound research base in adult literacy, leading and coordinating adult literacy services and improving practice. Funding approximating $850,000 per year comes from state and federal offices of education and commerce and private foundations. Its single largest funder is the Pennsylvania Department of Commerce, through the Appalachian Regional Commission, for projects focusing on literacy and economic development.

Each of the Institute's projects results in a practical application in the field, including collaboration between researchers and practitioners, staff development recommendations and publication of research findings. The Institute's track record in research and development of technology-based instructional models has earned international recognition, making it a leader in the field of adult literacy.

When **Project Literacy U.S.** was launched in December, 1985 by ABC and PBS, it set out to do three things: enlighten the public on the extent of the illiteracy problem and its damaging consequences; put in place community coalitions to handle an increased demand for literacy services; get the word to those who need help.

The two national broadcasters and their radio counterparts went on air with public service announcements, documentaries, features and news segments, and wove illiteracy into scripts for children's and entertainment programming.

This unprecedented collaboration between a commercial broadcaster and public television has produced results far beyond the dreams of its creators. PLUS has turned thousands of Americans and hundreds of American businesses toward community solutions for this country's shocking illiteracy problem.

WQED Pittsburgh produced PLUS for PBS. America's first community-supported public television station, WQED is a national production

center, producing some of the best-known programming on the Public Broadcasting System.

The National Media Outreach Center is a division of **WQED**. The NMOC was established in 1988 to implement community action campaigns targeted to major social issues. The center organizes local, state and national problem-solving networks, and develops print and video packages to support them. The operation and its projects are supported by public television programming and key organization alliances at all levels. Two of the NMOC's most prominent campaigns are THE CHEMICAL PEOPLE, a program to combat teen alcohol and other drug abuse, and PROJECT LITERACY U.S (PLUS), a literacy campaign co-produced with Capital Cities/ABC, Inc.

WPSX-TV is a community-oriented television station licensed to The Pennsylvania State University. WPSX is the hub of a complex set of telecommunications distribution systems that carry the programs of its creative staff to homes, schools, businesses, industries, hospitals, retirement communities: wherever people live and work.

The station was funded "to develop, through television, an extension of the University's resources to the Commonwealth." Administered through Penn State Continuing Education, Educational Communications/WPSX-TV provides a public television service, distance education and production services to audiences, students and clients within Pennsylvania and beyond.

For more than a decade, WPSX-TV has been producing programs to help adults who are functionally illiterate. The station produces higher education courses intended for live, simultaneous use in multiple classrooms, campuses and other locations where interaction between students and faculty is possible. It is that same interaction which is the foundation of an extensive program of teleconferences produced by WPSX-TV.

The **Office of Educational Research and Improvement** is the primary research agency of the U.S. Department of Education. The office funds research, library, demonstration and school improvement programs; collects and analyzes statistics; reports on the conditions of education; and disseminates information about education programs.

OERI is the nation's premier educational research and development organization. Its primary mission is to improve the equity and excellence of American education. OERI programs are tailored to all levels of schooling and content areas of instruction. The office strives to provide the reliable statistical data and high quality research needed to reform schools, achieve the national education goals, and raise student achievement levels.

ABC JOINS PLUS IN HELPING ADULTS TO READ

With the creation of PLUS in 1985, the literacy movement finally gained a commitment of sustained, in-depth exposure by the media. The commitment by ABC and PBS to literacy programs and public service announcements guaranteed that the literacy message would reach a broad audience on a daily basis.

Public service announcements form the backbone of the PLUS commitment to exposure to literacy and education issues, an ongoing presence bridging special PLUS events and programs. The commitment by Capital Cities/ABC to a full weekly schedule of PLUS PSAs on the ABC Television Network in all dayparts makes PLUS the most widely distributed public service campaign from a single source in media history.

ABC-produced PLUS PSAs made their debut in 1986 with a series of four "introductory" PSAs.

- **Bible** tells the story of a man who has just learned to read. We see him standing in a church before his children and grandchildren as he reads the Bible to the congregation.
- **Can You Read This?** shows garbled type on the television screen which introduces viewers to the difficulties faced by new readers.
- **Time Lapse** presents a man at the progressive stages of ability in learning to read with increasing skill.
- **Literacy Initiative** features President Ronald Reagan issuing the call for a national literacy movement.

These four 30 second PSAs were produced by Travisano DiGiacomo Films.

Two 1987 PLUS PSAs highlight the issues of literacy in the workplace and literacy and youth.

- **Workplace Literacy** reveals a middle-aged man coming face to face with his lack of basic skills when he has to fill out a job application in an unemployment office.
- **Literacy and Youth** demonstrates the need for children to develop reading skills early. The scene is set in a schoolyard.

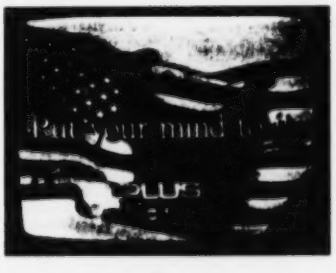
These two PSAs, each with 30 and 60 second versions, were produced for PLUS by Reeves Production Services.

The **Learner of the Month** PSA series introduced viewers to real-life new learners who spoke about

their accomplishments and feelings of pride. This series of 18 PSAs (30 and 60 second) ran from April 1987 through 1988, stimulating nearly 750,000 calls to the Adult Literacy Hotline. The U.S. Department of Education in 1987 attributed over 1 million new students in adult basic education classes to PLUS.

Youth/PLUS PSAs drew attention to the connection between the major problems facing young people; drug abuse, pregnancy, unemployment and crime, and low basic skills. A series of five 30 second and two 60 second PSAs drew this connection using examples of young people speaking in their own words. This 1988 series was produced by Winton Dupont Films.

A 1989 series of PSAs, **Breaking the Cycle**, produced by PLUS focused on the need to help illiterate parents of young children gain basic skills, in order to ensure their children's ability to learn.



The 1989 **Dreams vs. Reality** PSA series again used young children speaking in their own words, this time about their dreams for the future. These dreams were juxtaposed with facts about the extent of literacy and education problems facing children in the U.S. This series of eight 30 second and 60 second PSAs, produced by Imageworks of Jackson, MS, won a Clio award, the most prestigious award in the advertising industry.

In 1990, the PLUS theme was "You can do anything if you put your mind to it," stressing individual initiative. Five 30 second PSAs, produced by Charron, Schwartz & Partners, looked at this subject from a variety of angles:

- **Brains** shows us a man's brain telling him to wake up and get to work, saying "It's boring in here!"
- In **Flag**, we see an American flag falling to tatters as an announcer recounts facts about America's education crisis.

- **Graduation** introduces a commencement speaker telling students that they'll be lucky to get a job when they graduate if they haven't gained any basic skills.
- **Typewriter** reveals the difficulties faced in the U.S. workplace when employers can't find qualified workers. The message is illustrated by a pair of hands at a typewriter.
- **Escalator** presents a man walking up an escalator that grows progressively steeper and speeds up dramatically, illustrating how difficult it is to get ahead when you don't have the skills.

Two 1991 30 second PSAs, **Tap** and **Monkey**, drew attention to the impact of a huge population of undereducated and low-skilled Americans on our nation. **Tap** and **Monkey** were produced by Charron, Schwartz and partners.

PLUS Case History PSAs illustrated the issue of workforce literacy with real-life examples of businesses that retrained workers. This series of eight 30 second and 60 second PSAs ended with a national hotline number where a caller could receive information on local job training programs.

Current PLUS PSAs end with the "Never Stop Learning" tag line, representing the broad span of PLUS to encompass more general education issues. Two PSAs, produced in 30 and 20 second versions, dramatically illustrate the "Never Stop Learning" message, that learning is important at every stage of life, not just during the school years:

- In **Homework** we see a boy ask his mother why she's bothering to do schoolwork at night after work when she's out of school anyway. She responds that by doing homework while she's working, she's taking the surest avenue to getting ahead.
- **Reunion** presents a high school reunion, where people discuss what they're doing now. It's predictable: the nerdy science whiz is an electrical engineer; the class president is in public relations. The guy who dropped out has a surprise: he's a lawyer. He reveals his secret: He dropped back in.

'LITERACY. PASS IT ON.' IS COORS' PROGRAM FOR ILLITERACY

Coors has always been committed to corporate responsibility - giving something back to the communities in which it does business. In 1990, the company focused its resources on one cause - adult literacy - an issue important to all communities.

There are 27 million adults in the U.S. who are functionally illiterate; illiteracy costs $225 billion in lost productivity annually; illiteracy impacts personal freedom, corporate success and the future of our country.

Launched in 1990, Coors' "Literacy. Pass it on." is a $40 million, five-year commitment to reach 500,000 adults with literacy services. This is one of the most comprehensive, long-term commitments by an American corporation addressing this critical issue.

To date, the success of the project manifests itself in the fact that more than 240,000 adults have been reached with literacy services. The Coors Literacy Hotline has received more than 50,000 calls, and the program has given $3.2 million in direct contributions to national and local literacy programs.

To achieve the stated program goal, Coors formed partnerships with four of the nation's leading non-profit literacy organizations; Laubach Literacy Action, Literacy Volunteers of America, Opportunities Industrialization Centers of America and SER-Jobs for Progress. Input from these partners helps direct efforts to reach the African American, Hispanic and women's communities as well as the general public.

The Coors Literacy Hotline (1-800-626-4601) was established to refer volunteers and non-reading adults to resources in their own communities. Multi-lingual referral services are available.

A national multi-media awareness campaign carries the message of the importance of literacy and promotes the Hotline to minority communities and the general public. National spokesperson Phyllis Coors, along with celebrity spokespeople: actor Danny Glover, recording artists Jeffrey Osborne, Lisa Lisa and Vanessa Williams and author Stephen Cosgrove make appearances on behalf of the program.

Impact at the grassroots level is an important complement to national programs. Coors' network of distributors can become active participants in the fight against illiteracy in their own communities. In September 1992, more than 170 distributors partnering with more than 2,500 retailers plus local media outlets and literacy groups participated in a cents-per-case promotion to generate literacy funds at the local level, increase sales and enhance distributor, retailer and brewery image.

Literacy and the African American Community

Coors has a special message to the African American youth who are not completing high school. A component of this program addresses this critical community issue. Coors has partnered with the OIC (Opportunities Industrialization Centers) as well as other key organizations to ensure future success and enhancement of individual potential through mentoring, for models and support of basic skills programs.

Through radio, magazine, newspaper, outdoor, direct mail and various other publicity efforts, Coors has communicated the message of literacy and education being "The Right Dream." An original poster series by African American artists was commissioned and reprints are available to the public.

Literacy and the Hispanic Community

Coors addresses the issue of illiteracy in the Hispanic community through a long-term partnership with SER-Jobs for Progress and a multi-media bilingual awareness campaign.

Coors' support of SER, which has 131 affiliates in 96 cities, has led to the opening of eight new SER Family Learning Centers in 1991. These community-based centers offer literacy training as well as adult education and basic job skills.

Coors' message to this community is delivered through the Univision network and other broadcast and print media.

Literacy and Women

Community Relation's Women's Program has been focusing on "Literacy. Pass it On." since its inception with donations, corporate image advertising and events and promotions.

More than 80,000 women have joined with Coors in the fight against illiteracy. Through their purchase of children's books authored for Coors by Stephen Cosgrove, more than $175,000 has been donated to women's literacy projects. Cosgrove's second book commissioned by Coors, **Read on Rita**, is advertised in major women's magazines and is available to distributors and the public for $3.95.

COORS (continued from page 9)

New this year is an eight-page advertising insert featuring comments on the issue of women and literacy by such well-known celebrities and personalities as Kathy Bates, Dixie Carter, Patti LaBelle, Joan Van Ark, Dr. Ruth, U.S. Rep. Pat Schroeder and U.S. Sen. Nancy Kassebaum.

Many women's recreational sports sponsorships including the Women's Major Slowpitch National Championship, the Women's Major Fastpitch Championship, the Coors Light Invitational Women's Softball Championship and the Coors Light Women's Beach Volleyball Tournament all benefit literacy. In addition, major national projects include the "Right to Read" program of Girl Scouts-USA, involving 200,000 Girl Scouts in more than 10,500 literary projects across the United States.

HIPPY, the Home Instruction Program for Pre-school Youngsters, brings literacy into the home and empowers low-income mothers to be educational advocates for their children. Another major program, the Literacy Transfer Project of Wider Opportunities for Women (WOW), will incorporate strategies proven in its major national study, "Teach the Mother, Reach the Child."

With funding from Coors, Zonta International has created its first national literacy program involving its North American membership. Together, WOW and Zonta will provide literacy services for over 70,000 women.

Wesleyan College and Coors have created the Literacy Training Institute in which sororities across the country commit their chapters to the issue of literacy by serving as tutors for local literacy organizations. The first two institutes will result in 1,080 collegiate literacy tutors.

There are a variety of opportunities for distributors to leverage this comprehensive national program within their own communities. For more information on Coors "Literacy. Pass it on.", contact Celia C. Sheneman at 303/277-2784.

Public Service Announcements from Coors

Pencil

This straightforward announcer spot points out the fear and frustration 27 million Americans experience because they cannot read and write. Length: **30**

New Reader

This spot features brief statements from new adult readers across the country about why they decided to learn to read and what is has meant to them. Length: **30**

These PSAs close with "To volunteer or to learn to read call the Coors Literacy Hotline 1-800-626-4601." This 800 number is a national toll-free referral line managed by the Literacy Contact Center.

NATIONAL COALITION FOR LITERACY BRINGS MANY GROUPS TOGETHER

Since 1981 these national organizations have worked together in the National Coalition for Literacy:

American Association for Adult and Continuing Education
American Association of Advertising Agencies
American Library Association
CONTACT, Inc.
B. Dalton Bookseller
International Reading Association
Laubach Literacy International
Literacy Volunteers of America
National Advisory Council on Adult Education
National Commission on Libraries & Information Science
National Council of State Directors of Adult Education

The Coalition has three major objectives:

- To develop and implement a public service advertising campaign with the AD Council and its designated volunteer agency, D'Arcy, Masius, Benton & Bowles.

The campaign objectives are to increase awareness of adult illiteracy as a large and growing problem, motivate prospective volunteers to join the national literacy movement and link them to local literacy agencies and to generate support from business.

- To respond to public interest and inquiries by providing a toll-free 800 telephone number, and a mail and phone referral service through Contact Literacy Center, Inc., Lincoln, Nebraska.
- To raise funds to support the public awareness campaign and the referral service by working with foundations such as the Business Council for Effective Literacy, corporations and agencies such as the U.S. Department of Education and others.

The Coalition for Literacy has had great impact on the problem of illiteracy.

One of the most important early results of the campaign was the number of phone calls to the toll-free telephone referral service staffed by the Contact Literacy Center, Inc. Gary Hill, Contact President, reported receiving more than 337,145 calls from prospective students and volunteers. These calls increased from 31,749 in 1985, 119,153 in 1986, to 186,243 through September 1987. In 1986 55% of these calls were from volunteers and 36% were from students. This is in addition to the network of state and local hotlines, which carried most of the burden.

The Contact Center, Inc. increased its capacity to deal with this by adding new and necessary technology. Their staff increased from 15 to 18 full-time workers and volunteer hours greatly increased. The telephones showed high demand after television appearances by coalition-related speakers, strategically placed prime-time ads and several TV features. Faster response to inquiries was assured by using first-class mail, giving local numbers on the phone when possible and developing computer software to generate responses automatically.

The Contact Literacy Center began in 1978 as a project of the American Association of Advertising Agencies, and continued that affiliation through the Coalition for Literacy. The Center served as the national clearinghouse for the Coalition and responded to requests for information. The hotline was also used by various groups and organizations to respond to publicity on the problem of adult illiteracy nationwide.

New state literacy coalitions have been formed in more than half of the states. In many cases, these groups were formed as a result of Coalition activity. A regional planning conference in the Southwest was supported by the Coalition and technical assistance was provided for new state planning efforts in Washington, Oregon and other areas. The growth of literacy efforts has been unprecedented.

In June, 1986, Anabel Newman, Indiana University, published an evaluation of the impact of the Coalition's Volunteer Against Illiteracy campaign. She described increases in public awareness and resources devoted to adult literacy. Among the findings, the study indicated that awareness of the problems confronting illiterate adults and out-of-school youth in the United States increased measurably. In the first year that this campaign had been running, awareness of functional illiteracy as one of the nation's worst problems increased from 21 percent to 30 percent of the American public. There was a substantial increase in inquiries made to the Contact Center. Nearly 40,000 Americans have volunteered their time and skills to tutor functionally illiterate adults in response to the public service advertising campaign. Newman reported that over $32,095,000 was contributed by the media in time and space for the advertising campaign during its first year. Enrollments in literacy programs were up over nine percent from 1985. Requests to volunteer to the two major volunteer literacy groups, Laubach Literacy International and Literacy Volunteers of America, were up over 100 percent. There was also a marked increase in grant giving and donation of in-kind services to adult literacy from foundations, business and industry.

Many recent literacy related success stories can be attributed directly or indirectly to the Coalition's work and to its public awareness campaign. For example, the Coalition played an important advisory role in PLUS and the U.S. Department of Education's Adult Literacy Initiative.

Recent successes include:

- Formation of the U.S. Department of Education's Adult Literacy Initiative, which attempts to consolidate federal activities and promote coalition building among the many organizations concerned about illiteracy.
- Release of major surveys and studies which provided more accurate data about the current status of illiteracy and its effects in the United States, for example, the 1985 California "Literacy, Employment and the California Economy," the U.S. Department of Education's report "The Literacy Challenge, a Report of LSCA Literacy Activity," the National Assessment of Education Progress's "Profiles of America's Young Adults, 1986," the U.S. Department of Education's "English Language Proficiency Survey, 1986," and the special report of the National Advisory Council on Adult Education "Illiteracy in America: Extent, Causes and Suggested Solutions."
- Increased coalition building at the state and local levels among libraries and other organizations such as Laubach International and Literacy Volunteers of America.
- Continuing efforts by the Business Council for Effective Literacy, which generates interest and support for literacy initiatives among business leaders.
- and PLUS, an unprecedented cooperative effort between Public Broadcasting Service and ABC, two major national broadcasters that joined forces in a common public service effort in the Fall of 1986.

Having concluded a very successful public awareness campaign, the Coalition members decided to launch a second phase. The Coalition has established the following goals and believes that it is important for these major organizations

with a continuing concern about illiteracy to meet quarterly: to provide regular communication among members, to stimulate other public awareness efforts, to provide a forum for presenting relevant research and development projects, to establish policies and provide advice, to influence public policy and relate them to state programs. At the moment, the Coalition for Literacy is reviewing the membership of the Coalition and considering inviting other groups to join in the continuing battle against adult functional illiteracy.

AMERICAN LIBRARY ASSOCIATION OFFERS SPECIAL LITERACY PSAs

Raisin Rap - The California Raisins rap about reading. It is available on 3/4" videocassette.
Length: :30 Cost: $35

Check Out A Job directs job seekers and career changers to the library. Two versions of this spot are available. One is tagged to ALA, the other one has extra tape for local tag. 3/4" videocassette.
Length: :30 Cost: $35

Read to Someone You Love features Bill Cosby encouraging this enjoyable activity.
Length: :30 Cost: $35

Be Cool is an MTV-style video that delivers the message "you've got to be cool on the inside, too."
Length: :30 Cost: $35

To order these PSAs, call toll free, 800-545-2433.

PLUS UPDATE

National Media Outreach Center
4802 Fifth Avenue
Pittsburgh, PA 15213

Non-Profit
Organization
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Appendix U. Advisory Board Members Asked to Review User's Guides

Family Context
Judy Cheatham
Ruth Nickse
Debra Wilcox Johnson

Community Context
Hanna Fingeret
Gina Paget
Pat Rigg

Workplace Context
Alden Lancaster (for Thomas Sticht)
Terilyn Turner
Tom Valentine